Instructor: Karen Briley Bethel

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week.

Email: D2L e-mail: D2L e-mail / karen_farris@d2l.sfasu.edu

Office Hours: Zoom office hours will be offered from 11-12 on Tuesdays.

Prerequisites: None

Credits: 3

I. Course Description:

Investigative study of the interrelationships among the young child, the home, school, and community. Emphasis on parental involvement in schools.

Course Justification: Students in this course receive extensive course content information via online content modules and includes a major final project. 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, and development of infographics. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

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

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

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website and can be found here: https://www.sfasu.edu/coe/about/deans-office-statements

In the College of Education at Stephen F. Austin State University, we value and are committed to:

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. be able to articulate the role of parent involvement in schools and the community.
2. be able to define family and explain the diversity of family forms as related to the school and community environment.
3. be able to develop resources for working with families in school and community settings.
4. be able to discuss research issues related to parenting and/or parent education.
5. be able to articulate strategies for involving parents in their child's education.

**Certification Competencies:**

**Family Life Educator Certification:**

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam. Please visit the NCFR for more information. The course content in this course (HMS 242) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 5, 7, and 9). There are a total of ten content areas in all—but primarily only four 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 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.

**Area IX:** 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.

**Specific to Teacher Certification:**

National Association for the Education of Young Children (NAEYC). The course content in this course (HMS 1303) provides information related specifically to the following standard noted below for the professional qualifying exam for students certifying to teach EC-4. Information from this class should be retained to use for review purposes for the TExES
NAEYC Standard II: Candidates know about, understand, and value the importance and complex characteristics of children, families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Service-Learning Volunteer Hours (25%). Students will document 10 hours’ worth of volunteering in a community setting that involves direct interaction with school-age children, ages 5 through 17. In conjunction with the service-learning hours, students will also complete a reflection report about both their experiences volunteering and a topic in child-development that interests them and that they see exemplified during their volunteering. **Students are not allowed to volunteer in a school setting during normal school hours.**

Important notes on choosing a location:

- Volunteering sites are chosen in the student’s location (does not have to be Lufkin/Nacogdoches).
- If a faith-based organization is of interest, please make sure that the service involves direct contact with school-age children.
- A relative may not be your direct supervisor and/or sign your volunteer hour’s log.
- Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not. This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization.
- Select your service-learning site carefully and early to avoid not completing service commitments.

Point breakdown for service-learning portion of assignment (see schedule for due dates):

**Initial Volunteer Form** completed in its entirety with signatures; downloaded from Brightspace and uploaded into Dropbox (this form MUST be completed before points can be earned for any other portion of the service-learning assignment including the research report) = 40 Points

**Volunteer Check-In** Students will inform professor of how many volunteer hours completed up to this time period by showing a copy of volunteer log with signatures. You must have at least four hours to receive points = 30 Points

**Volunteer Time-Log** completed in its entirety with signatures; download from BRIGHTSPACE filled out then submit to Brightspace Dropbox = 30 Points

**Service-Learning Research Report (10%)**. Upon finishing your service hours, you will complete a research report form about your experiences. Your answers will be in paragraph
form. You will use your experiences volunteering at a community organization as well as current academic research (years 2013-2023) to answer some of the questions.

Important notes on assignment:

- Worksheet & instructions will be posted in Brightspace. Also, for some of the questions you will need to cite additional material. You must use APA formatting.
- You will be expected to utilize the online academic articles available on the SFA library website.
- Note: Failure to provide relevant resources to support your ideas will result in a zero earned for the final submission—because the references are critical to ensuring the validity of in-text citations and information presented.
- The only acceptable references are published research journal articles and published research reports. You may use the textbooks may be used as references, but all others should be academic articles obtained from the SFA library or Google Scholar. Do not use newspapers or magazines to support your ideas.
- DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go directly 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 may be used.
- When using scholarly material for your report, DO NOT quote—but instead summarize in your own words (paraphrasing) and then apply correct APA in-text citations (e.g., note author and year published either before, during, or after a given sentence).

Resource Collection (15%): Student will research and develop a collection of resources for families in their community. Resources should include local, state, and national organizations that support families. In addition, files should include a variety of types of support including but not limited to educational, medical, social, emotional, economic, and recreational. A minimum of ten resources should be included. Resources for local, state, and national organizations should be represented and at least three types of support offered should be represented. Student will complete the resource form provided in the course for the assignment.

Interviews (30%): Student will complete three interviews during the course including an interview with (1) a parent, (2) a teacher, and (3) a community provider who works with families. Interviews will be conducted using guided questions and reflections.

Course Activities (20%). There will be four general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Each activity is worth 25 points for a total of 100 possible points. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names & due dates.
General Note on Late Assignments:
Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable, and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

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 to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both me and your classmates. Internet access is an essential part of the course.

Important notes about BRIGHTSPACE:
Course notices will be posted on the course homepage, and it is the responsibility of each student to review Brightspace daily as you will be responsible for any information disseminated through Brightspace. You should check Brightspace on a daily basis. Neglecting to check Brightspace is NOT a valid excuse for not knowing course information.

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.

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. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

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.

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. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

IV. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Collection</td>
<td>Resource Collection</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Interviews</td>
<td>Parent Interview</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Teacher Interview</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Community Provider Interview</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Course Activities</td>
<td>Introductory Discussion: Virtual Nametag</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory Quiz</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Culture Reflection</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Head Start Reflection</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td>Contemporary Issues Discussion</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Service-Learning Project</td>
<td>Initial Volunteer Form</td>
<td>40</td>
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<tr>
<td></td>
<td>Mid-Term Time-Log</td>
<td>30</td>
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<tr>
<td></td>
<td>Final Time-Log</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Service-Learning Reflection</td>
<td>Service-Learning Research Report</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>
Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). 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.

V. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm Central Time (CST). All submissions are to be uploaded to Brightspace Dropbox by 11:59 PM CST on the last day of the week as shown below, unless otherwise noted!! (All times are US Central Time).

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Module Name</th>
<th>Readings</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 18th - 22nd</td>
<td>Welcome to the Course</td>
<td>“Welcome to TECA 1303” module</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 22nd - 26th</td>
<td>Continuation of first week</td>
<td>Course Activity #1: Virtual Nametag due by January 28th at 11:59 PM CST</td>
<td></td>
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</tbody>
</table>
3 January 29- February 2nd  Theory CFC Chapter 1 DC Chapter 1  “Theory” sub-module
Course Activity #2: Theory Quiz due by 11:59 PM February 4th CST

3 February 5th-9th Socialization DC Chapter 1  “Socialization” sub-module

4 February 12-16 Culture DC Chapter 2  “Culture” sub-module
Course Activity #3: Culture Reflection due by February 18th at 11:59 PM CST
Initial Volunteer Form Due

5 February 19-23 Gender CFC Chapter 4  “Gender” sub-module

6 February 26- March 3 What is Family? DC Chapter 3  “What is Family?” sub-module

5 March 4-8 Parenting CFC Chapter 6  “Parenting” sub-module
Parent Interview due March 10th by 11:59 PM CST
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Chapter/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 11-15</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 18-22</td>
<td>What is Community?</td>
<td>DC Chapter 4</td>
</tr>
<tr>
<td>March 8</td>
<td>Mid-Term Time-log Due</td>
<td></td>
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<tr>
<td>March 25-27</td>
<td>Easter Break</td>
<td>School Systems</td>
</tr>
<tr>
<td>March 28-29</td>
<td>Teacher interview due</td>
<td>DC Chapter 5</td>
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<tr>
<td>April 1-5</td>
<td>Head Start Impact Study Course #4</td>
<td></td>
</tr>
<tr>
<td>April 11-12</td>
<td>After School Programs Resource Collection</td>
<td></td>
</tr>
</tbody>
</table>

What is Community?
Community Provider Interview due by March 24th at 11:59 PM CST
Mid-Term Time-log Due by March 24th at 11:59 PM CST
Teacher interview due by March 27 at 11:59 PM CST
Course Activity #4: Head Start Reflection due April 7th by 11:59 PM CST
Resource Collection due by April 14th at 11:59 PM CST
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Title</th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15-19</td>
<td>“Welcoming &amp; Supporting Families” sub-module</td>
<td>CFC Chapter 8</td>
<td>DC Chapter 7</td>
<td>Final Time-Log Due &amp; Service-Learning Research Report due by April 21st at 11:59 PM CST</td>
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<tr>
<td>April 22-26</td>
<td>“Creating Positive Relationships” sub-module</td>
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<tr>
<td>April 29-May 3</td>
<td>Contemporary Issues for Children &amp; Families sub-module</td>
<td>DC Chapter 8</td>
<td></td>
<td>Contemporary Issues Discussion due by Friday May 3rd at 11:59 PM CST</td>
</tr>
</tbody>
</table>
VI. Resources Course Textbooks (Required): All readings for this course are Open Educational Resources (OERs). This means they are available to you for FREE. Links to the texts will be provided in the course.


Course Readings (Required): These readings are required and are available without purchase via the links below and in the course.


Course Readings (Recommended): You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in class and offered to all students. Under no circumstances will extra credit be offered on an individual student basis.

VII. Course Evaluations: 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.

VIII. Student Ethics and 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.

Code of Student Conduct and 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 important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX. **Resources**

• **On-campus Resources:**
  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic •
    www.sfasu.edu/humanservices/139.asp
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
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  HELLO to 741-741

X: Additional Information Specific to Educator Preparation

- **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.
  - Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

- **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
  - 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.
- 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
  - 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.
- 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 SFA.
- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or ed prep@sfasu.edu.

X. Other Relevant Information

**Attendance**: It is important that you read all the course content (this is the equivalent of attending class!) and read all assigned readings. You can do this on your own time within the
week-long session. I understand that you may have days or even a week when you have extenuating circumstances that make getting your work done more difficult. If you have a situation where your work is not getting done, please reach out and let me know! If you miss a week of work, you may be overextended. I ask that you talk with me to discuss your options. The sooner we can connect, the more I can help you!

XI.