<table>
<thead>
<tr>
<th>Instructor: Lisa Mize, Ph.D.</th>
<th>Course Time &amp; Location: This is a totally on-line course. Please note that you will have assignments due on specific days and times of the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: EDAN 120</td>
<td>Email: ONLY use D2L and include the COURSE NUMBER in the SUBJECT LINE</td>
</tr>
<tr>
<td>Office Phone: (936) 468-6720</td>
<td>Credits: 3</td>
</tr>
<tr>
<td>Office Hours: Tuesday 10 am – noon via zoom</td>
<td>Prerequisites: None</td>
</tr>
<tr>
<td>Other times available for appointment – please email me if you need to schedule</td>
<td></td>
</tr>
<tr>
<td>Meeting ID: 996 1147 2182</td>
<td>Passcode: 100108</td>
</tr>
</tbody>
</table>

I. Course Description:
Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence.

Credit Hour Justification:
HDFS 3353 “Parenting” (3 credits). Students in this course receive extensive course content information via online content modules. Students have significant weekly reading assignments. For every hour a student spends engaging with content, he/she spends at least two hours completing associated activities and assessments outside of class. Total student/Instructor contact time is minimum of 2250 minutes

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, and continued professional and intellectual development in an interconnected global society.

PCOE Mission: To prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:
- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
• Attract and support high quality faculty and staff.
• Improve and maintain an optimal college culture.
• Provide academic and co-curricular innovations.
• Increase connections with stakeholders.

Core Values:

In the Perkins College of Education, we value and are committed to:
• academic excellence through critical, reflective and creative thinking
• life-long learning
• collaboration and shared decision-making
• openness to new ideas and innovation and change
• integrity, responsibility, diligence and ethical behavior
• and service that enriches the community.

The course also enhances student learning in the area of human development and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of human development and family relationships.

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.

Certification Competencies:

Family Life Educator Certification:
Information from this class should be retained to use for review purposes for the Child Family Life Education exam (CFLE). Please visit the NCFR for more information. The course 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:**
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)

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

**Course Assignments & Activities:**

- **Course Content Exams.** There will be 3 Course Content Exams on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams. Refer to the Course Timeline for dates. **NO LATE EXAMS WILL BE GIVEN or AVAILABLE**

  Important notes on content quizzes:
  a. As with the entire course, exams will be taken online via D2L.
  b. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. **NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing quizzes. Avoid waiting until the last moment to take the quiz.
c. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Because the quiz is open more than one day, a student must have a compelling reason for every day that the quiz is open (in other words, sickness on Sunday is not a compelling reason to make-up the quiz). Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled quiz date. Missing the scheduled quiz date without prior permission from the professor means that a student will earn a zero for the given quiz.

- Researched Handout/Outline and Video Presentation. This assignment consists of two parts: (1) a handout/outline, (2) a video presentation of the information on the handout/outline.

For this assignment you will choose a topic from the list provided (in Brightspace). Once you choose your topic you will develop an outline/handout and a video on that topic that illustrates how developmentally appropriate parenting changes in relation to the child’s age. You will discuss the topic across three ages of child’s development (birth to 2 years, 2-5 years, school aged children, early adolescents, late adolescents/young adults).

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 (preferably hard wired). You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both myself and your classmates. Internet access is an essential part of the course.

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades at least twice a week. Any discrepancies in grades must be resolved within 3-5 days 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.
3. All assignments that you will upload to D2L 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.
4. IMPORTANT: If using a MAC, please know how to get the file compatible with Microsoft Office/Word. I will not open zip files or change the file to open it. This will be super important for the Research Handout/Outline.

5. The most appropriate browsers to use with D2L 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 there are readings and videos for each module and topic. It is important the you read and review those items and that you submit the assignments by the due date. Notices are posted on the homepage and you should check that daily for any updates and clarifications to questions that students may have had. 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) and based on the TOTAL number of POINTS for the class which is 320 points. NO LATE WORK IS ACCEPTED.

A = 288-320
B = 256-287
C = 224-255
D = 192-223
F = 191 & Below

Assignments, Points and Due Dates:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Due Date</th>
<th>SLOs/PLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Exams</td>
<td></td>
<td></td>
<td></td>
<td>1, 2, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Course Content Quiz 1</td>
<td></td>
<td>100</td>
<td>July 22 @ 9 PM</td>
<td></td>
</tr>
<tr>
<td>Course Content Quiz 2</td>
<td></td>
<td>100</td>
<td>August 5 @ 9 PM</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>200</td>
<td></td>
<td></td>
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<tr>
<td>Researched Handout and Video</td>
<td></td>
<td></td>
<td></td>
<td>1, 2, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
<td>20</td>
<td>July 15 @ 9 PM</td>
<td></td>
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<tr>
<td>Handout</td>
<td></td>
<td>40</td>
<td>July 29 @ 9 PM</td>
<td></td>
</tr>
<tr>
<td>Video Presentation</td>
<td></td>
<td>60</td>
<td>July 29 @ 9 PM</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>320</td>
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</tbody>
</table>

Grades are based on Total Points received:

Total POSSIBLE POINTS = 320
A = 288-320
B = 256-287
C = 224-255
D = 192-223
F = 191 & Below
V. **Tentative Course Outline**

**NOTE:** Weeks end on Mondays at 9:00 pm. Due dates: All submissions are to be submitted into D2L by 9 PM as shown below! Please note that the D2L Help Desk is available 8 AM – 5 PM; refer to professor’s office hour and e-mail policy for their help/assistance on assignments. PLAN ACCORDINGLY……no late work is accepted/graded.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Course Module &amp; Book Readings</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 8 - 15</td>
<td>Welcome to the Course</td>
<td>Course Module 1: Getting Started</td>
<td>Dropbox: Topic for Outline Due July 15 by 9 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting is a Process</td>
<td>Course Module 2 Book Ch 1</td>
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<td></td>
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<td>Cultural Influences</td>
<td>Course Module 3 Book Ch 2</td>
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<tr>
<td></td>
<td></td>
<td>Learning to Parent</td>
<td>Course Module 4 Book Ch 3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 16 - 22</td>
<td>Becoming a Parent</td>
<td>Course Module 5 Book Ch 4</td>
<td>Exam #1 Chapters 1-6 Due July 22 by 9 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nurturing Close Family</td>
<td>Course Module 6 Book Ch 5</td>
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<tr>
<td></td>
<td></td>
<td>Relationships</td>
<td>Course Module 7 Book Ch 6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>July 23 - 29</td>
<td>Parenting Birth to Two Years</td>
<td>Course Module 8 Book Ch 7</td>
<td>Dropbox: Handout &amp; Video Presentation Due July 29 by 9 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting Two-Five Years</td>
<td>Course Module 9 Book Ch 8</td>
<td></td>
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<tr>
<td>4</td>
<td>July 30 – Aug 5</td>
<td>Parenting Elementary Children</td>
<td>Course Module 10 Book Ch 9</td>
<td>Exam #2 Chapters 7-11 due August 5 by 9 PM</td>
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<tr>
<td></td>
<td></td>
<td>Parenting Early Adolescents</td>
<td>Course Module 11 Book Ch 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting Late Adolescents &amp; Young Adults</td>
<td>Course Module 12 Book Ch 11</td>
<td></td>
</tr>
</tbody>
</table>
The Grading Scale is as follows:
Total POSSIBLE POINTS = 320
A = 288-320
B = 256-287
C = 224-255
D = 192-223
F = 191 & Below

NO LATE WORK IS ACCEPTED. Bonus is not given to individual students.

E- Mail: Email: INCLUDE COURSE NUMBER IN SUBJECT LINE
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. Include the course number in the Subject line.

I typically check my e-mail at the beginning of each day (9 AM) and at the end of each day (4PM). I typically do not respond to e-mails after those hours, during the weekend, or holidays. Please plan your e-mail communication with me accordingly. If you e-mail me and do not receive a response within 24 hours, please e-mail me again.....include the course number and a one to two work “hint” of what the topic is about. For example: HDFS 3353 – discussion one; HDFS 3353 – hello.

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

Course Evaluations (Earn 5 Bonus points):

Near the conclusion of each semester, students will receive an e-mail from SFA asking you to electronically evaluate the courses that you are enrolled in for this term/semester. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

Please NOTE: 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.

Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
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).

- **Class attendance and participation are crucial for successful completion of HDFS 3353.** 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.

- I also do not give extra credit to individual students. At this time, the only extra credit planned is the 5 pts for those that submit the course evaluation by the due date on the course timeline.

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:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://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](http://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
        - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
      - 936.468.4008
      - thehub@sfasu.edu
  - **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)
    - Crisis Text Line: Text 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](http://www.sfasu.edu/thehub).

- **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 edprep@sfasu.edu.

XI. Other Relevant Course Information:

A. E-mailing:
   i. When e-mailing me, please include the Course Number (HMS 2302) in the Subject Line and a “hint” of what you are asking!
   ii. Also, if you have a solution to your issue, please include that in your e-mail.

B. No late assignments are accepted (this includes exams/quizzes)

C. All grade discrepancies must be addressed within 3 days of the grade being posted. Waiting until the end of the semester to address grade issues will result in the original grade being firm and the professor will not revisit the grade issue.

D. Additional times to meet with the instructor are available, please e-mail to make an appointment.

E. A polite, courteous attitude is expected and greatly appreciated

F. 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.