School of Human Sciences
Family, School, & Community Relations
TECA 1303 - Online
Summer I 2024

Instructor: Rachel Jumper, Ph.D.
Office: EDAN 131
Office Phone: (936) 468-2209
Office Hours: Monday 9:00-11:00am via Zoom
Or by appointment
Prerequisites: None

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. All content is online.
Email: jumperr@sfasu.edu or through Brightspace
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.

II. 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.

III. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

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

This course related to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.
Program Learning Outcomes:
1. Learners will identify social and cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:
Upon successful completion of this course, the student will:
1. 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.

IV. 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 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 242) 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.
V. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. **Resource Collection (25%)**: 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.

2. **Interviews (45%)**: 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.

3. **Course Activities (30%)**: 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 myself and your classmates. Internet access is an essential part of the course.

Important notes about BRIGHTSPACE:

1. **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.

2. **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.

3. **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.

4. 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!!

VI. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5% - 100%</td>
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<tr>
<td>B</td>
<td>79.5% - 89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.4%</td>
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<tr>
<td>F</td>
<td>0% - 59.4%</td>
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</tbody>
</table>

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>25%</td>
</tr>
<tr>
<td>Interviews</td>
<td>Parent Interview</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Teacher Interview</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Community Provider Interview</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Course Activities</td>
<td>Introductory Discussion: Virtual Nametag</td>
<td>25</td>
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<tr>
<td></td>
<td>Theory Quiz</td>
<td>25</td>
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<tr>
<td></td>
<td>Culture Reflection</td>
<td>25</td>
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<td></td>
<td>Head Start Reflection</td>
<td>25</td>
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<td></td>
<td>TOTAL</td>
<td>100</td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
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<td></td>
<td>100%</td>
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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.

VII. 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>1 June 3-9</td>
<td>Welcome to the Course</td>
<td></td>
<td>“Welcome to TECA 1303” module&lt;br&gt;Course Activity #1: Virtual Nametag due by June 9th at 11:59 PM CST</td>
</tr>
<tr>
<td>2</td>
<td>2 June 10-16</td>
<td>Theory</td>
<td>CFC Chapter 1</td>
<td>“Theory” sub-module&lt;br&gt;“Socialization” sub-module&lt;br&gt;Course Activity #2: Theory Quiz due by June 9th at 11:59 PM CST</td>
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<td></td>
<td></td>
<td>Socialization</td>
<td>DC Chapter 1</td>
<td></td>
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<td>3</td>
<td>3 June 17-23</td>
<td>Culture</td>
<td>DC Chapter 2</td>
<td>“Culture” sub-module&lt;br&gt;“Gender” sub-module&lt;br&gt;Course Activity #3: Culture Reflection due by June 16th at 11:59 PM CST</td>
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<tr>
<td></td>
<td></td>
<td>Gender</td>
<td>CFC Chapter 4</td>
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<tr>
<td>4</td>
<td></td>
<td>What is Family?</td>
<td>DC Chapter 3</td>
<td>“What is Family?” sub-module&lt;br&gt;“Parenting” sub-module&lt;br&gt;Parent Interview due by June 16th at 11:59 PM CST</td>
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<td></td>
<td></td>
<td>Parenting</td>
<td>CFC Chapter 6</td>
<td></td>
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<tr>
<td>5</td>
<td>3 June 17-23</td>
<td>What is Community?</td>
<td>DC Chapter 4</td>
<td>“What is Community?” sub-module&lt;br&gt;“School Systems” sub-module&lt;br&gt;Teacher interview due by June 23rd at 11:59 PM CST</td>
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<td></td>
<td></td>
<td>School Systems</td>
<td>DC Chapter 5</td>
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<td>6</td>
<td></td>
<td>Head Start Preschool</td>
<td>Head Start Impact Study</td>
<td>“Head Start/Preschool” sub-module&lt;br&gt;“After School Programs” sub-module</td>
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<tr>
<td>Module</td>
<td>Week</td>
<td>Module Name</td>
<td>Readings</td>
<td>Activities &amp; Assignments</td>
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<tr>
<td>7</td>
<td>4</td>
<td>After School Programs</td>
<td></td>
<td>Course Activity #4: Head Start Reflection due by June 23rd at 11:59 PM CST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative Relationships with Families</td>
<td>CFC Chapter 7 DC Chapter 6</td>
<td>“Collaborative Relationships with Families” sub-module “Welcoming &amp; Supporting Families” sub-module</td>
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<tr>
<td></td>
<td></td>
<td>Welcoming &amp; Supporting Families</td>
<td>CFC Chapter 8 DC Chapter 7</td>
<td>Community Provider Interview due by June 30th at 11:59 PM CST Resource Collection due by June 30th at 11:59 PM CST</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Creating Positive Relationships</td>
<td>CFC Chapter 9</td>
<td>“Creating Positive Relationships” sub-module “Contemporary Issues for Children &amp; Families” sub-module</td>
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<tr>
<td></td>
<td></td>
<td>Contemporary Issues for Children &amp; Families</td>
<td>DC Chapter 8</td>
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</tbody>
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VIII. **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.**

IX. **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.

On a personal note, I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

X. Student Ethics and Policy

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,
revision 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
  HUB Contact Information:  
  [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

**XI. Other Relevant Course Information:**

**Acceptable Student Behavior**
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present.
While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

Zoom Office Hours
I conduct my office hours via Zoom, but do try (as much as I can) to make them feel as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.

HDFS 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.

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). 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:

a. you transfer hours toward your major at SFA or if you substitute any major coursework.
b. you are not an HDFS concentration student. For example, students getting a BIS degree or minor ing 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.