



## HMS 242.501/502 Family, School, and Community Relations

Online Course

TCCNS #: TECA 1303

CRN 22680/24800

3 Credits

Spring 2020



**QUESTIONS:** Please first check this syllabus. Then check the *Announcements* and the *Course Questions* in D2L. If you ask a question that can be answered through one of these sources, you will be re-directed to them. If you can't find answers to your questions, then email me via D2L. Thank you! 😊

\* You are responsible for knowing and abiding by all information in this syllabus. The content and dates may be modified at the instructor's discretion. Any changes will be noted via course announcements in D2L.\*

### Instructor Information:

**Instructor:** Dr. Flora Farago (she/her/hers)

**College:** James I. Perkins College of Education (PCOE)

**Department:** Human Sciences

**Program:** Human Development and Family Studies (HDFS)

**Office Hours:** W 12:00-3:00 and Th 9:00-11:00 in-person, or, via phone/video-conferencing

**Office Phone:** 936.468.2192

**Office:** EDAN 119C

**E-mail:** Email via D2L (please use this!); alternative if D2L is down: faragof@sfasu.edu

### Course Description:

This course examines the inter-relationships among the young child, the home, the school, and the community, with a particular emphasis on parent involvement in schools.

**Course Format/Instructional Strategies:** This course is fully delivered online using the D2L course management system.

### Course Information:



**Times:** There are no specific class times as the course is fully delivered online via D2L, however each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

**Prerequisites:** None.

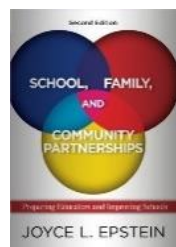
**Credit Hour Justification (3 credits)**

Students will receive extensive course content information via online content modules equivalent to 150 minutes per week for 15 weeks. Students in the course will have weekly readings from the course textbook and content modules. In addition to weekly readings, students will participate in a variety of activities which may include: discussions, assignments, and exams. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

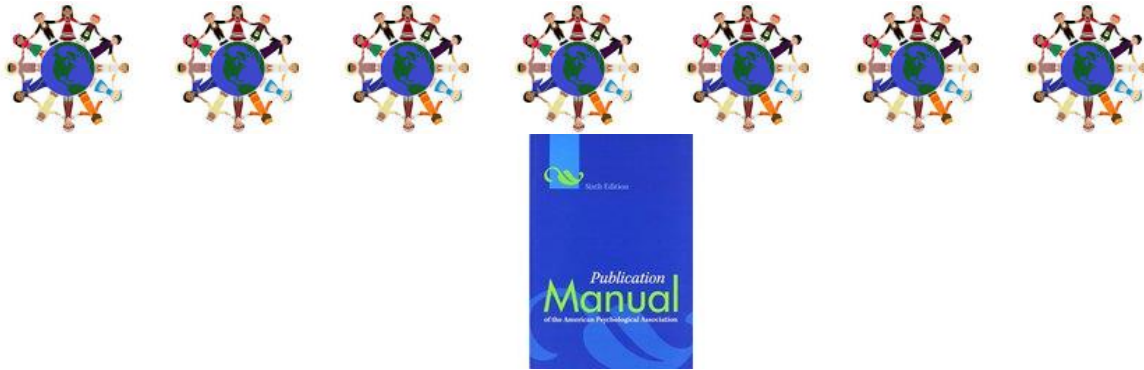
**Required Textbooks:**

Epstein, J.L. (2011). *School, Family, and Community Partnerships* (2<sup>nd</sup> ed.). Boulder, CO: Westview Press. ISBN-13: 978-0813344478

**\*\*The SFA library has a digital copy of the book that you can access for NO COST! However, you will need internet access to view it or download it for up to three days.\*\*** Some students report that they would have preferred a hard copy of the book for consistency and ease of use. You will be using this book for your weekly readings and this is where the majority of the material you are tested on will come from. Difficulty accessing the e-book will not be a valid excuse for missing assignments or for extra time on the exams.



American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615



**NOTE:** Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

**To be successful in this course you should do the following:**

- Have a positive attitude and begin the course with a desire to learn! 😊
- Be ready on the first day of the session with your textbook, syllabus, and computer/internet ready.
- Read the syllabus and make a note of course policies and due dates; follow all course and assignment directions and deadlines.
- Review the D2L tutorial guides and familiarize yourself with D2L usage: <http://www.sfaonline.info/d2ltutorials>
- Please call the D2L help line at 936-468-1919 for technical assistance, or email them at [d2l@sfasu.edu](mailto:d2l@sfasu.edu). They also have walk-in help available in Steen Library Room 208 M-F 8:00-5:00 by SFA staff. Outside of these hours, you can visit the “Live Chat” support widget in D2L where you may submit your questions to a D2L technician. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.
- Check your D2L email, course site, and announcements **daily** for updates in course information, schedule changes, etc.
- Sign up for D2L notifications so you get messages via email, phone, text etc. about due dates, announcements, grades, and more. Log into D2L, click on the arrow by your profile (upper right-hand corner), and click on Notifications to manage these settings.
- Although the D2L Notifications and the Course Calendar within D2L are helpful tools, they do not serve as excuses for missing assignments. All due dates and assignments are listed in the Syllabus and will also be announced weekly via course announcements on the D2L course home page. **Please rely on the Syllabus and Course Announcements, above all else, to meet course expectations.**
- Take responsibility for managing your time throughout the week to complete readings and assignments – leaving assignments to be completed on Sunday will not be an effective strategy for succeeding in the course. Due dates reflect the absolute latest time by which assignments need to be completed – however, I urge you to work on the course readings and assignments DAILY.
- Read assignment instructions **at the beginning of the week** and make sure you ask questions M-F. It is tempting to wait until the weekend to open an assignment



— however, this does not give you enough time to ask questions and alert me regarding any issues with accessing an assignment.

- Take notes while reading book chapters and watching/listening to any course materials. While you may use your book for the exams, you have a limited amount of time to take each exam. You will not have time to look up each answer. However, well-organized notes will help you do well on the exams. All material, including videos etc., as well as assigned reading, is fair game for exams. In general, study as if you were taking a closed-book exam. Exams are designed with the general rule in mind: 1-2 min to answer each question.
- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned is the correct version and in the correct format. If I can't open your assignment, you will not receive credit for it. ***Whatever you have turned in by the deadline is what will be graded.***
- Do NOT wait until the last minute to submit your assignments. Stating that your computer time said 11:58 p.m., but the assignment due at 11:59 p.m. had closed, will not be an excuse for submitting a late assignment.
- Take a screenshot of all submitted coursework and save them. The date of submission needs to be on the screenshot.
- Save D2L submission receipts of Dropbox assignments.
- Be a problem-solver when issues arise (call tech support, use your back-up computer etc.)
- Ask questions and assert yourself. If you need assistance with something in the course, PLEASE CONTACT ME and do so right when the issue arises. Students sometimes make the assumption that I should know they are having difficulty because they are doing poorly in the course. Though this is an obvious indicator that a student is not performing well, I cannot make assumptions about why, nor do I intrude into students' personal lives and make inquiries. Getting the most out of this course will involve your effort and assertion. I am very willing to help students if they initiate contact with me!
- Come to office hours or schedule virtual office hours to discuss your performance in the class, career goals, or any other course or professional development related topic. Take advantage of office hours to build professional relationships with your professors. You never know when you'll need a recommendation letter from them -- it is a lot easier to write a letter for a student who has done well AND we know well 😊
- Take responsibility for your actions pertaining to this course and the consequences that ensue from them. Ask for help early on! I'm rooting for your success.
- Re-taking this course? Please reach out to me and let me know if you have tried taking this course before so I can support your success. Also, please note that all work turned in must be new and original for this course (you can't submit an assignment you've submitted the first time you've attempted this course).
- If you add the course late (after 1<sup>st</sup> week of classes), it is your responsibility to reach out about missed assignments ***within a week of adding the course.*** No make-up work can be completed after this.



### **Communication:**

**Office Hours:** Please visit with me during office hours if you have any questions or just want to chat about career goals, your grade, study tips, or more. My office hours are on **W 12:00-3:00 and Th 9:00-11:00 in-person, or, via phone/video-conferencing.** In the rare case that any office hours need to be rescheduled, this will be announced in-class as well as via D2L.

**NOTE ABOUT EMAIL:** Please message me via D2L mail: Log into D2L, click on the e-mail icon (upper right-hand corner) on the Home Page Toolbar (If D2L is down, use my mySFA email: faragof@sfasu.edu). ***Please indicate which class you are emailing about & the issue of concern in the title of your message*** (ex: HMS 443: Assignment 4; HMS 236: Observation Hours). Doing this will facilitate the promptness of my response. Emails will be answered within 24-48 hours during the week (M-F). If you email me on Friday afternoon, during weekends, or holidays, you may not receive a response until the next business day. If you email me outside of business hours (8pm-5pm) you may not receive a response until the following business day. If you don't get a response from me within 48-72 hours during regular work days, assume that I did not receive your message and please re-send.

### **Communication guidelines**

- Please keep the content of your emails appropriate for a business/professional environment and be courteous and respectful in the tone and content of your emails. I will not respond to emails that are rude, abusive, haughty, demanding, or threatening. Below are best practices that will help you get started on the right foot in school and employment communication: Before you are familiar with an individual (and unless they tell you otherwise), it is always wise to address them formally and appropriately (Dr., Ms., Mr.). Take time to determine whether someone has a PhD before addressing him/her as Mr. or Ms. – if someone holds a PhD, Dr. is used rather than Mr. or Ms.
- Compose your messages with complete sentences and proper spelling (do NOT use text-messaging language, e.g., “u” for “you”). Always present your best self through writing.
- Make sure the subject line of your email reflects the content of the email. Emails with subject lines such as “hello” will likely remain unopened or deleted. See the note above on how to compose a subject line for emails in this course. Emails without subject lines are often routed to junk mail folders!
- The more detail you can include in your initial email, the more likely it is that I will be able to help you quickly and efficiently! This includes a clear description of the issue or question, what you have done to try to address it already, etc.

### **Netiquette**

Netiquette refers to “Network Etiquette”. It is the way one should behave when sending email, posting to threaded discussions, or chatting online.

### **Here are some basic rules to help you get the most out of your online learning:**

- ALL CAPS IMPLIES THAT YOU ARE SHOUTING - Please do not do this!



- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check your spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face to face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face to face classroom).
- Think about what you have written before you submit it.

#### **IMPORTANT NOTES ABOUT D2L EMAIL:**

- D2L Email is an internal (closed) system which means that you must log in to D2L to read AND reply to messages, and, you can only send email to other D2L users (email cannot go out to a non-D2L address). Likewise, if you set your D2L email to go out to a forwarding address, you cannot reply from outside the system. To respond to another user who uses D2L to email you, for instance, it’s necessary to respond from inside D2L, rather than from a forwarded copy. Ex: [faragof@d2l.sfasu.edu](mailto:faragof@d2l.sfasu.edu) can only be emailed from **within** D2L; do NOT use this email address to email from outside of D2L (such as a gmail address); it will bounce
- Users have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, be aware that . . .
- Users may NOT reply to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she MUST enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- D2L limits attachment size to 15MB, due to server size limitations.
- A big advantage to D2L Email is that you may filter by class. This is a huge time-saver.

#### **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.
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.
3. Most assignments that you will upload to D2L should be done using a Word document, PDF, 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.

4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

### **Grade notifications via JackText:**

JackText Grade Notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some anxiety when awaiting grades posting, as you will be notified the moment the grade is rolled into your academic history. Instructions for signing up for JackText can be accessed at <http://www.sfasu.edu/5418.asp>.

### **Course Questions Discussion Forum:**

- This forum is to answer course-based questions throughout the semester
- Please post any general questions about the course, the course content, or learning activities, to this discussion. This forum is a way for us to make sure we are connecting and that we are all understanding important course concepts together.
- You are encouraged to answer other students' questions posted under Course Questions. If everyone is stuck, then your instructor will answer your question
- I also encourage you to post articles, news clips, or current events related to the course material
- If your question is of a more personal nature, or is not necessarily course-related, please email your instructor directly
- You **may not** post questions about tests or test questions on this forum. These questions need to be emailed directly to your instructor

### **Diversity, Inclusion, and Representation**

As part of this course, we will frequently discuss how children's and adults' identities around race, gender, culture, sexual orientation, socio-economic background, immigration status, and other demographic variables shape children's well-being, development, as well as disparities that exist in our world (and what we can do to alleviate these). I will ask you to reflect on your own identity and beliefs around these issues, and you may be asked to share your thoughts with your classmates. While diverse, even opposing opinions, are very welcome, under no circumstances will discrimination or harassment be tolerated on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, or disability.

Furthermore, I intend to foster a learning environment that supports and honors diverse identities (e.g., gender, race, sexual orientation, cultural background, ability), experiences, and viewpoints. To help accomplish this, please do the following:





-Let me know if you have a name/preferred gender pronoun that differs from what's listed on your SFA records.

-Please contact me if you feel like your performance in the course is being impacted by your experiences outside of class.

-Your suggestions about how to improve the value of diversity in this course are appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

-If something was said in class that made you feel uncomfortable, please let me know. You can also submit **anonymous** feedback/comments as part of the Course Evaluation survey at the end of the semester.

-If you experience any form of harassment, discrimination, or unfair treatment by faculty, staff, or students at SFA, you can contact the Dean of Student Affairs, Dr. Adam Peck at [peckae@sfasu.edu](mailto:peckae@sfasu.edu). You can learn specifics about discrimination complaints in this SFA policy: <http://www.sfasu.edu/universityaffairs/391.asp>. Also, Dr. Peck's office maintains a program called, "Ask Jack, Tell Jack." Students can send in any question or concern they have. It is not anonymous, but they do respond to each one. To learn more, visit: <http://www.sfasu.edu/universityaffairs/168.asp>

### **James I. Perkins College of Education Diversity Statement:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

### **II. Intended Learning Outcomes:**

This course supports the vision, mission, and core values of the Perkins College of Education (PCOE) to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. Additionally, reflecting the core values of PCOE, the course encourages critical thinking, collaboration, openness to new ideas and to culturally diverse people, and service that enriches the community.

The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies (HDFS) Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family





Relations (NCFR) and the National Association for the Education of Young Children (NAEYC) to promote learning and understanding of child development and family relationships.

### **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 website 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 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.

### **TEA Educator Standards for Human Development and Family Studies 6-12:**

**Standard I.** 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. (sub-standards: 1.1-1.3k, 1.2s, 1.5s, 1.8-1.12s, 1.19s, 1.20s)

**Standard II.** The family and consumer sciences teacher understands the areas of personal development, relationships, management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (sub-standards: 2.2k, 2.4k, 2.1s, 2.2s, 2.4s, 2.8s, 2.9s, 2.15s, 2.16s, 2.18s, 2.19s, 2.21)

**Standard III.** 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. (sub-standards: 3.2k, 3.3k, 3.3s, 3.6s, 3.7s, 3.9s-3.11s)

### **Program Learning Outcomes – Specific to Human Development and Family Studies:**

1. Learners will identify social & cultural influences affecting family life and children.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships and children.
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 develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

### **Student Learning Outcomes – Specific to this course:**

Upon successful completion of the course, students 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.
6. Have gained experience in participating in a volunteer capacity related to family, school, and community involvement.

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

#### **Course Assignments & Activities:**

**Note:** For specific & detailed assignment instructions please check the D2L Course Site.

**1. Syllabus Quiz:** A quiz will be given during the first week of class over the syllabus (available online in D2L "Quizzes" module). Please review the syllabus and take the quiz. Not completing the quiz by the due date may result in being dropped from financial aid. The Syllabus Quiz will be worth **25 points**.

**2. Service-learning Project:** Students will complete and document **10 hours** of volunteering in a community setting/agency that involves direct interaction **with school-aged children ages 5 through 17**. *\*\*Students are not allowed to volunteer in a school setting during normal school hours.* **\*\*** Please see the assignment details that comprise the



service-learning project below. **Not completing the service-learning hours and related reflection paper leads to a very probable likelihood of failing the course.**

**Important notes about choosing a service location:**

a) Volunteering site examples include, but are not limited to, the following: Summer camps (YMCA, community rec centers etc.), SFA Gear Up Program, Boys' and Girls' Club, 4-H, SFA Big Jacks, Helping House in Nacogdoches, Nacogdoches Public Library, Solid Foundation (an after-school mentoring program), faith-based programs (at church/mosque/synagogue/temple etc.). Please make sure that the service involves **direct contact** with school-age children between 5-17 years-of-age. Service hours spent on filing papers, cleaning, administrative tasks etc. will not be accepted. Check the Service-Learning Module for ideas for where to volunteer (but don't feel constrained by these!).

b) A relative **may not** be your direct supervisor and/or sign your volunteer hours log. Also, your boss or employer may not be your supervisor (hint: if you are getting paid, it's not volunteering)

c) You must clarify with the community agency/organization whether you are 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. Check early, as the background check process can take a week or two.

d) Select your service-learning site **carefully and early (THIS week)**, to avoid not completing service commitments. If an organization requires that you commit to volunteer for at least 3 months, please only sign up if you are able to follow through. It may be helpful to let organizations know that you are required to complete 10 hours (but can commit to more if desired).

e) You cannot use observation/volunteer/internship/student-teaching hours from other college courses to meet the service-learning requirement for HMS 242; **remember, you should be actively interacting with children NOT simply observing them** and your work for this course needs to be unique and specific to this course.

f) Before you begin volunteering, I need to approve your Initial Volunteer Form, listing the agency/program you are committing to. Informal arrangements such as babysitting will not be considered. You must work with an official agency or business and must be directly interacting with children at least some of the time. Examples of unacceptable experiences: nannying, watching neighbors' children, filing papers at a preschool, cleaning school classrooms.

g) Volunteer hours for the course can not be paid work; if you work with children or families, please seek outside opportunities to volunteer for this course

h) The instructor reserves the right to contact your volunteer supervisor to verify hours, tasks completed etc.



## How can I earn a good grade on the service-learning assignments?

-Get started early and use the proper forms, and turn in everything by the deadline. Many forms require signatures from agency staff so take this into account. Turning in assignments late because agency staff was not available to sign a form will still result in point deductions.

-The service learning assignments listed below build on each other. You cannot earn credit for Assignments #2, #3, and #4 below unless all previous assignments have been submitted (regardless of credit/grade earned). For instance, you cannot earn points for the Reflection Report unless ALL of the following have been submitted: Initial Volunteer Form, Volunteer Check-In, and Volunteer Time Log.

-To get full credit, the proper forms have to be used, which are provided in D2L. The documents you submit need to be legible, and **all** sections need to be filled out on each form for full credit, including your and your supervisor's signatures. Signatures should not be typed. I reserve the right to reach out to volunteer agencies/supervisors and verify volunteer hours on behalf of students. Please contact me early with any questions.

**1. Initial Volunteer Form:** completed in its entirety with signatures; downloaded from D2L and uploaded into D2L dropbox = **20 points**; **Important:** You need this form approved by your instructor before you can begin your hours. A 20/20 indicates approval. If you receive a zero or a grade below 100% you are expected to communicate with your instructor about finding a suitable agency or event to complete your hours at. If for any reason you need to change the location/agency for your volunteer hours later in the semester, you need approval from your instructor.

**2. Volunteer Check-In:** Students will inform the professor of how many volunteer hours were completed up to this time period by showing a copy of the volunteer log with signatures. You must have **at least 4 hours** to receive points= **10 points** (and you must have submitted the Initial Volunteer Form to receive credit)

**3. Volunteer Time-Log:** completed in its entirety with signatures demonstrating **10 hours** of volunteering; download from D2L filled out then submit to D2L dropbox = **20 points** (and you must have submitted the Initial Volunteer Form & Volunteer Check-In Form to receive credit)

**4. Volunteer Reflection Report:** completed in its entirety; filled out then submitted to D2L dropbox = **80 points** (and you must have submitted the Initial Volunteer Form & Volunteer Check-In Form & the Volunteer Time-Log to receive credit)

### Details about the Volunteer Reflection Report

Upon finishing your service hours, you will complete a reflection report about your experiences. Your answers will be long answer in paragraph form. You will use your



experiences volunteering at a community organization as well as current academic research to answer some of the questions.

Important notes on Volunteer Reflection Report assignment:

- a. Worksheet & instructions will be posted in D2L. Also, for some of the questions you will need to cite additional material. You must use APA formatting, so refer to the course required APA manual and/or lecture from the course to ensure proper formatting of your answers.
- b. You will be expected to utilize the online academic articles available on the SFA library website.
- c. 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.
- d. The only acceptable references are published research journal articles and published research reports. You may use the textbook as a single reference 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.
- e. 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.
- f. 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).

#### **Note about Criminal Background Checks and Service-Learning with Children:**

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.

**3. Exams:** There will be 3 multiple-choice exams on information relevant to our textbook and lectures. Exams will cover material from the textbook and D2L Modules. Each exam will have 30-40 multiple-choice questions and will be worth **100 points each**, for a total of **300 points**. Please check the course schedule for due dates and exam availability. Students



must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line at 936-468-1919 for technical assistance M-F 8:00-5:00. Outside of these hours, contact a D2L technician (non-SFA staff) via the home-page “LiveChat” feature. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.

**Missed Exams (or Quizzes):** Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing an exam. Make-up exams are very rarely given, and require proper documentation (e.g., note of hospitalization) ***before the exam deadline has passed (in very rare cases, notification within 24 hrs of the missed exam may be accepted)***. It is up to the instructor to determine whether the documentation warrants a make-up exam. If you forget to take an exam, oversleep, or do not have a documented “excuse” for missing an exam, you need to schedule an appointment with me to discuss the matter and your ability to pass the course. In the absence of proper documentation, IF a make-up exam is given (not guaranteed & rarely offered), 30-50% will be deducted from the exam grade.

**Use of Technology for Exams:** Taking the exams on a computer with reliable hard-wired, high-speed internet is critical. You are required to have reliable high-speed internet and I strongly recommend against using Wi-Fi/wireless connections during exams. Students who try to use Wi-Fi/wireless or dial-up service invariably experience difficulties taking exams online. Instead, use hard-wired internet (with an Ethernet cable that connects your computer/laptop to your internet router). If you do not have access to reliable hard-wired, high-speed internet at home, I urge you to take the exams at one of the campus computing sites. Regardless of where you take the exam and what type of internet you use, you must have a back-up plan in case something should occur with your computer/internet. ***Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.***

**Using Textbooks/Notes During Exams/Quizzes:** Knowing that the use of textbooks/notes is not prohibited during a quiz or an exam can give students a false sense of security. The quizzes and exams are timed, and you will not have time to look up answers in the textbook if you are unfamiliar with the material. At best, you will have time to double-check a fact you recall from the reading. The best way to optimize your performance on exams is to have completed the assigned readings and study the way you would for any other class. You are permitted to use your textbook, notes, and study guides when taking the exams, ***but collaboration with others is not permitted and constitutes academic dishonesty.***

**Reviewing Missed Quiz/Exam Questions:** Please come to office hours or email me to go over questions you missed. We can go over the types of questions you got wrong and identify study strategies to improve your performance.



**4. APA Formatting Quizzes:** There will be 3 short APA formatting Quizzes that occur throughout the semester, please see course timeline for dates. These quizzes will start following an online module about APA formatting & reading academic journal articles. You will be tested over the course of the semester as a review of knowledge and for practice using the APA handbook to find information. Each Quiz will be worth **25 points**.

**5. Discussion Board Assignments:**

There will be 3 discussion board assignments, worth **40 points each**. The purpose of Discussion Board assignments is to reflect thoughtfully and exchange ideas of the academic topics covered in the course. You will benefit from discussions only as much as you put into your posts. Last minute posts that are inaccurate, sloppy, and unclear help no one. You will be required to make Initial Posts and a Response Posts for each Discussion Board assignment. You will be placed in groups of 5-10 people to facilitate discussion and will be expected to be discussing topics throughout the week (not just on Sundays!).

**6. Extra Credit:** There may be opportunities to earn Extra Credit in the course. These opportunities will be announced to ALL students and no special EC assignments will be offered to individual students.

**7. Field Trip (OPTIONAL): Destination: Career Exploration=50 point grade replacement.** Students can choose to attend an organized excursion to Harold's House in Lufkin. Dates/times of the field trip will be announced toward the beginning of the semester – watch for it in D2L. You will be responsible for your own transportation. Students who attend the excursion will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count.

**POLICIES ABOUT ASSIGNMENT/EXAM/QUIZ SUBMISSION**

- In addition to submitting your coursework correctly by the deadline, it is also important to double-check that your submission was successful, including that the correct version of the assignment (final draft) and correct format (.doc, .docx, .pdf) was turned in (that is, I must be able to download and open the assignment). Whatever you turn in by the deadline is what will be graded. Read ALL assignment instructions about formatting, word limits etc. to avoid losing points.
- You need to double-check immediately after you submit an assignment, exam, or quiz. To document that your coursework was submitted correctly (and that you double-checked





it), you are strongly encouraged to take a screenshot of it and **save the screenshot WITH the submission date.**

- When you submit an assignment in Dropbox within D2L, you will receive a submission receipt. The receipt is generated from [D2LConfirm@d2l.sfasu.edu](mailto:D2LConfirm@d2l.sfasu.edu) and verifies exactly when (date and time) you submitted the file, the name of the Dropbox folder, the name of the file, as well as the course name in the receipt. For instance:

Flora Farago this email is to confirm that Assignment 1 has received your file submission. Received: Monday, October 30, 2017 7:56 PM CDT Org Unit: HMS-443-501 - Infant Growth & Development File(s): Draft 4 Thesis.docx

**You need to keep these submission receipts and provide them shall there be any issues or concerns with your submission.**

- Absolutely no hard-copies will be accepted of any assignments. All assignments need to be submitted **within D2L** – emailed copies will not be accepted.

## DEADLINES AND EXTENSIONS

### Time Zone Differences

All due dates reflect CDT/CST (Texas) time zones, 11:59 pm. Late assignments or extensions will not be considered due to difference in time zones. If you reside outside of Texas or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences. No deadline extensions will be given for students who miss a deadline because of time zone differences.

### Late Work

Late assignments in general are not accepted. Under extenuating circumstances, with documentation, late work may be accepted (up to instructor's discretion) however will automatically lose 30-50% credit. Late work will not be accepted once an assignment has been graded and returned to classmates. If there are extenuating circumstances or illness preventing you from completing an assignment on time, I highly encourage you to contact me **prior to the assignment due date.**

**EXCEPTIONS:** Exams/quizzes do not fall under this category – late/make-up exams are only offered on a case-by-case basis, provided proper documentation; please refer to the Missed Exam policies outlined earlier.

### Policy on Missed Deadlines

Plan ahead to get to an alternate, reliable computer and internet to complete scheduled assignments, discussion forums, and exams, especially if you have a computer or internet that is less than reliable. Last minute internet- and computer-related issues are not valid excuses for a



missed assignment. Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing assignments or exams.

Should you experience some type of emergency (personal, medical, weather-related) during the week an assessment is due, you will need to provide the instructor documentation **prior** to the deadline in order to be **considered** eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of the instructor. **Absolutely no exceptions will be made AFTER a deadline has passed.** Examples of unacceptable excuses include: traveling, vacations, helping a friend in crisis, break ups, work conflicts, etc. If you are having emotional issues that are affecting your work, a campus-based resource is SFA Counseling Services: [www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/).

#### **IV. Evaluation and Assessments (Grading):**

Establishment of a grading scale is up to each instructor. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

#### *Breakdown of Points Possible in this Course:*

Assignment	Point Value
<b>Service Learning Project:</b>	<b>150</b>
Initial Volunteer Form	20
Volunteer Check-in (4 hrs)	10
Volunteer Time Log (10 hrs)	20
Volunteer Reflection Report	100
<b>Discussion Boards:</b>	<b>120</b>
Discussion #1	40
Discussion #2	40
Discussion #3	40
<b>Quizzes/Exams:</b>	<b>400</b>



Syllabus Quiz	25
Exam 1	100
Exam 2	100
Exam 3	100
APA Quiz 1	25
APA Quiz 2	25
APA Quiz 3	25
<b>TOTAL:</b>	<b>670</b>

*\*Extra Credit assignments in addition to what's listed may be offered throughout the course at the instructor's discretion. If you are enrolled in more than one of my courses (or other HMS courses), you can only use an extra credit event to earn extra credit for one course at a time (you can choose which one).\**

**Grading Scale:**

Grade	Points Needed	Percentage Equivalent
A	600-670	89.5-100%
B	533-599	79.5-89.4%
C	466-532	69.5-79.4%
D	399-465	59.5-69.4%
F	398 or less	Less than 59.4%

**Grade Questions:** If you have any questions about a specific score you received you must contact me ***within a week of the grade being posted*** to schedule a time to discuss your concerns. I do not allow students to revise/resubmit or retake coursework, but can clarify why you missed points. I recommend that you check your grade points regularly. I will not review grades retroactively at the end of the semester. **I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.**

I will do my best to post your grades within a week of submitting an assignment. Thus, if you don't see your grade posted for an assignment within a week of submission, please email me. Waiting until the end of the semester to inquire about a missing grade is not acceptable.



**Re-grading Policy:** I am happy to review and/or re-grade assignments **within a week of the score being posted**. However, please realize that if you request that I review/re-grade something, my grading and the associated revised score will be the final score. My re-grading may result in you earning any of the following: a lower score, the same score, or a higher score. You will be required to agree to this regarding policy via email prior to my regarding of the assignment.

**Attendance Policy:** Although we are not meeting face-to-face in a classroom, “attendance” is nonetheless critical. **Attendance means that you are: logging on to MySFA/D2L daily to check the course Announcements, Grades, and contributing to discussion boards, and completing all assignments on time.** The course is time-released; you will not have access to the entire course at once. Instead, you will have access to each week’s coursework Monday through Sunday.

#### **V. Tentative Course Calendar:**

A tentative course schedule is outlined below. It indicates all reading assignments, exam dates, discussion due dates etc. **Please note that this is a tentative schedule that may change at any time.** I will notify the class of any changes via D2L. I will not seek out individual students to update their syllabus or initiate reminders.

Each “week” starts on Monday at 8:00am and ends on Sunday at 11:59pm unless otherwise noted. All due dates reflect CDT/CST (Texas) time zones. Late assignments or extensions will not be considered due to difference in time zones.

**Due dates are Sunday 11:59 pm CDT/CST unless noted otherwise (e.g., some discussion posts will be due on Thursdays, final exam is due on Wed)**

Week	Date	Topics/Content	Readings from book/D2L Module	Activities & Assignments
1	Jan 15 <sup>th</sup> - 19 <sup>th</sup>	Welcome to HMS 242	Introduction (pg. 3-17)	“Welcome to HMS 242” Module <b>Syllabus Quiz due</b> <b>Read Service-Learning Module</b> <b>Extra Credit: Introduce YOU</b> <b>Discussion due</b>
2	Jan 20 <sup>th</sup> - 26 <sup>th</sup> <b>Jan 20<sup>th</sup>: MLK Holiday</b>	Theory & Partnerships	Ch. 2.1 & 2.2 (pg. 25-66)	“Theory & Partnerships” Module



Week	Date	Topics/Content	Readings from book/D2L Module	Activities & Assignments
3	Jan 27 <sup>th</sup> -Feb 2 <sup>nd</sup>	Reading Academic Research & APA	APA Handbook: Ch. 2, 6, 7, & section 8.03 (pg. 228-231)	“Reading Academic Journals & APA Style” Module <b>APA Quiz #1 due</b>
4	Feb 3 <sup>rd</sup> – 9 <sup>th</sup>	Teacher Thoughts and Behaviors	Ch. 3.1, 3.2, & 3.3 (pg. 91-149)	“Teacher Thoughts on Parental Involvement” Module <b>Initial Volunteer Form due</b>
5	Feb 10 <sup>th</sup> – 16 <sup>th</sup>	Parent Reactions & Attitudes	Ch. 3.4, 3.5, & 3.6 (pg. 150-215)	“Parent Reactions & Attitudes” Module <b>Discussion 1 due Thr &amp; Sun</b>
6	Feb 17 <sup>th</sup> -23 <sup>rd</sup>	Exam #1	None	<b>Exam #1 due</b>
7	Feb 24 <sup>th</sup> – March 1 <sup>st</sup>	Student Thoughts on Parental Involvement	Ch. 3.7 & 3.9 (pg. 216-256)	“Student Thoughts on Parental Involvement” Module <b>APA Quiz #2 due</b>
8	March 2 <sup>nd</sup> – 8 <sup>th</sup>	Homework	Ch 3.8	“Homework” Module <b>Volunteer Check in form due – at least 4 hrs. needed for credit</b>
9	March 9 <sup>th</sup> – 15 <sup>th</sup>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>



Week	Date	Topics/Content	Readings from book/D2L Module	Activities & Assignments
10	March 16 <sup>th</sup> – 22 <sup>nd</sup>	Homework Debate	Readings will be provided in D2L	“Homework” Module <b>Discussion 2 due Thr &amp; Sun</b>
11	March 23 <sup>rd</sup> – 29 <sup>th</sup>	Policy	Chs 4, 4.1, 4.2, & 4.3	Policy <b>Discussion 3 due Thr &amp; Sun</b>
12	March 30 <sup>th</sup> – April 5 <sup>th</sup>	Exam #2	None	<b>Exam #2 due</b>
13	April 6 <sup>th</sup> – 12 <sup>th</sup> <b>April 9<sup>th</sup> &amp; 10<sup>th</sup>: Holiday</b>	Creating Partnerships	Ch. 5 & 5.1 (pg. 387-414)	“Creating Partnerships” Module <b>APA Quiz #3 due</b>
14	April 13 <sup>th</sup> – 19 <sup>th</sup>	TIPS	Ch. 6, 6.1, 6.2, & 6.3 (pg. 493-561)	“TIPS” Module <b>Final Volunteer Time-Log due</b> (with 10 hrs)
15	April 20 <sup>th</sup> – 26 <sup>th</sup>	Reflection Report	Reflection Report	<b>Reflection Report due</b>



Week	Date	Topics/Content	Readings from book/D2L Module	Activities & Assignments
16	April 27 <sup>th</sup> – May 3 <sup>rd</sup>	Wrap-up & Review	Ch 7 (pg. 573-575)	“Wrap-up & Review” Module
17	May 4 <sup>th</sup> -8 <sup>th</sup>	Finals Week	None	<b>Exam 3 due by Wednesday, May 6<sup>th</sup></b>

### **Important University Drop/Withdrawal Deadlines:**

**January 21<sup>st</sup>:** Last day to change schedules other than to drop courses. Last day to register.

**March 18<sup>th</sup>:** Last day to drop courses and to withdraw from the university without WP/WF.

**April 20<sup>th</sup>:** Last day to withdraw from the university.

### **VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction/instructor evaluation purposes (e.g., pay, retention, promotion). As you evaluate this course, please be thoughtful 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 the summary of the evaluations will not be available to the instructor until after final grades are posted.

### **VIII. Student Ethics and Other Policy Information:**

Found at [www.sfasu.edu/policies](http://www.sfasu.edu/policies)

**1. Class Attendance and Excused Absence: Policy 6.7** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**2. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**3. Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.





### **Forms of Academic Misconduct/Dishonesty:**

1. *Cheating*: Using unauthorized notes or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. *Aid of academic dishonesty*: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. *Fabrication*: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. *Plagiarism*: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism. Submitting a work that has been purchased or otherwise obtained from the Internet or another source. Note about **self-plagiarism**: You are expected to turn in original work for each course you are taking. This means that if you have turned in an assignment in another course, you are not allowed to turn in the identical assignment in this course. This applies even if you are re-taking the current course because you dropped/failed it previously. Each time you take a class, original work is expected. **To avoid issues, and to make sure I can support your success, if you are re-taking this course, please email me and let me know.**
5. *Lying*: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission. Inventing information including citations.
6. *Bribery*: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. *Threat*: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. **Student Appeals:** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

#### **4. Withheld Grades (Incompletes): Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### **5. Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be



referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

## 6. Additional Information:

### Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found

at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

### To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).



2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TEXES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu).**