School of Human Sciences
Family, School, & Community Relations
TECA 1303 - Online
Fall 2023

Instructor: Karen Bethel Farris

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week.
Email: kbfarris@sfasu.edu or through Brightspace
Office Hours: Zoom office hours will be offered from 10-12 on Mondays.
Prerequisites: None
Credits: 3

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

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 VII:** Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

**Area IX:** Professional ethics and practice - an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues.

**Specific to Teacher Certification:**

**National Association for the Education of Young Children (NAEYC).** The course content in this course (HMS 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:

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

Important notes on choosing a location:

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

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

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

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

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

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

Important notes on assignment:

- Worksheet & instructions will be posted in Brightspace. Also, for some of the questions you will need to cite additional material. You must use APA formatting.
- You will be expected to utilize the online academic articles available on the SFA library website.
- Note: Failure to provide relevant resources to support your ideas will result in a zero earned for the final submission—because the references are critical to ensuring the validity of in-text citations and information presented.
The only acceptable references are published research journal articles and published research reports. You may use the textbooks may be used as references but all others should be academic articles obtained from the SFA library or Google Scholar. Do not use newspapers or magazines to support your ideas.

DO NOT select an article from a general “.com website”, “newspaper or news site”, or “.orgs”. If you do go directly to a scholarly website, specifically see their publications and if the publication is appropriate, such as a published research report made available by a particular university research center or relevant national organization, then this may be used.

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

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

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

Course Activities (20%). There will be four general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Each activity is worth 25 points for a total of 100 possible points. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names & due dates.

General Note on Late Assignments:
Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

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

Important notes about BRIGHTSPACE:

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

Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one week limit for a grade change has passed.

Most assignments that you will upload to Brightspace should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

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

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

Attendance:
While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in BRIGHTSPACE or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

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.

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

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Resource Collection</td>
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<td>100</td>
<td>15%</td>
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<tr>
<td>Interviews</td>
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<tr>
<td>Parent Interview</td>
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<td>Teacher Interview</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Community Provider Interview</td>
<td>100</td>
<td>10%</td>
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<tr>
<th>Course Activities</th>
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<tr>
<td>Introductory Discussion: Virtual Nametag</td>
<td>20</td>
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<tr>
<td>Theory Quiz</td>
<td>20</td>
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<tr>
<td>Culture Reflection</td>
<td>20</td>
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<tr>
<td>Head Start Reflection</td>
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<tr>
<td>Contemporary Issues Discussion</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>20%</strong></td>
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<tr>
<th>Service-Learning Project</th>
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<tbody>
<tr>
<td>Initial Volunteer Form</td>
<td>40</td>
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<tr>
<td>Mid-Term Time-Log</td>
<td>30</td>
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<tr>
<td>Final Time-Log</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>25%</strong></td>
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<tr>
<th>Service-Learning Reflection</th>
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<tbody>
<tr>
<td>Service-Learning Research Report</td>
<td>100</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Aug 28 – Sep 3</td>
<td>Welcome to the Course</td>
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<td>“Welcome to TECA 1303” module Course Activity #1: Virtual Nametag due by September 3rdddd at 11:59 PM CST</td>
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<td>2</td>
<td>2 Sep 4-10</td>
<td>Theory</td>
<td>CFC Chapter 1</td>
<td>“Theory” sub-module Course Activity #2: Theory Quiz due by Sept 10th at 11:59 PM CST</td>
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<td>3</td>
<td>3 Sep 11-17</td>
<td>Socialization</td>
<td>DC Chapter 1</td>
<td>“Socialization” sub-module</td>
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<td>4</td>
<td>4 Sep 18-24</td>
<td>Culture</td>
<td>DC Chapter 2</td>
<td>“Culture” sub-module Course Activity #3: Culture Reflection due by Sept 24th at 11:59 PM CST</td>
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<td>Initial Volunteer Form Due</td>
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<td>5</td>
<td>5 Sep 25- Oct 1</td>
<td>Gender</td>
<td>CFC Chapter 4</td>
<td>“Gender” sub-module</td>
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<tr>
<td>6</td>
<td>6 Oct 2-8</td>
<td>What is Family?</td>
<td>DC Chapter 3</td>
<td>“What is Family?” sub-module</td>
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<tr>
<td>7</td>
<td>7 Oct 9-15</td>
<td>Parenting</td>
<td>CFC Chapter 6</td>
<td>“Parenting” sub-module Parent Interview due Oct 15th by at 11:59 PM CST</td>
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<td>Mid-Term Time-log Due by Oct 15th by at 11:59 PM CST</td>
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<td>8</td>
<td>8 Oct 16-22</td>
<td>What is Community?</td>
<td>DC Chapter 4</td>
<td>“What is Community?” sub-module Community Provider Interview due by October 22nd at 11:59 PM CST</td>
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<td>Mid-Term Time-log Due by Oct 22nd at 11:59 PM CST</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Chapter</td>
<td>Notes</td>
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<tr>
<td>9 Oct 23-29</td>
<td>School Systems</td>
<td>DC Chapter 5</td>
<td>“School Systems” sub-module Teacher interview due by at 11:59 PM CST</td>
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<tr>
<td>10 Oct 30-Nov 5</td>
<td>Head Start Preschool</td>
<td>Head Start Impact Study</td>
<td>“Head Start/Preschool” sub-module Course Activity #4: Head Start Reflection due by at 11:59 PM CST</td>
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<tr>
<td>11 Nov 6-12</td>
<td>After School Programs</td>
<td></td>
<td>“After School Programs” sub-module Resource Collection due by November 12th at 11:59 PM CST</td>
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<tr>
<td>12 Nov 13-19</td>
<td>Collaborative Relationships with Families</td>
<td>CFC Chapter 7, DC Chapter 6</td>
<td>“Collaborative Relationships with Families” sub-module</td>
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<tr>
<td><strong>NOVEMBER 18-26 is an SFA HOLIDAY</strong></td>
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<td>13 Nov 27-Dec 3</td>
<td>Welcoming &amp; Supporting Families</td>
<td>CFC Chapter 8, DC Chapter 7</td>
<td>“Welcoming &amp; Supporting Families” sub-module Final Time-Log Due &amp; Service-Learning Research Report due by Dec 3rd at 11:59 PM CST</td>
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<td>14 Dec 4-9</td>
<td>Creating Positive Relationships</td>
<td>CFC Chapter 9</td>
<td>“Creating Positive Relationships” sub-module</td>
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<tr>
<td>15 Dec 10-15</td>
<td>Contemporary Issues for Children &amp; Families</td>
<td>DC Chapter 8</td>
<td>“Contemporary Issues for Children &amp; Families” sub-module Contemporary Issues Discussion due by WEDNESDAY December 13th at 11:59 PM CST</td>
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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.

**X. Student Ethics and Policy Information:**

**Important course related policies:**
- **Course Grades (Including WH), Policy 5.5**
- **Final Course Grade Appeals by Students, Policy 6.3**
- **Academic Accommodation for Students with Disabilities, Policy 6.1**
- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**
- **Class Attendance, Policy 6.7**
- **Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other SFA Policy Information

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

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

**On-campus Resources:**
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

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
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 minoring in HDFS are not eligible for the certification without testing.

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