Instructor: Jennifer Cantu, Ph.D., CFLE
Course Time and Location: Online
Office: Human Sciences (HMS) North 107
Office Phone: (936) 468-2060
Mail: Only through D2L Mail
Student Hours: Mondays 1:30-3:30pm, Tuesdays, Wednesdays, and Thursdays 11:30am-12:30pm

Course Time and Location: Online
Credits: 3

I. Course Description: Study of professionalism and ethics in the early childhood and family life education environments. Emphasis on decision-making, problem solving, and collaborative efforts among early child and family service career professional

Prerequisites: Junior standing, human development and family studies major. Must take and earn at least a C prior to HMSC 4120

Course Justification: HDFS 4319 “Pre-Practicum” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

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

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community

Program Learning Outcomes

• Learners will identify social & cultural influences affecting family life (CFLE content area #1)
• The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
• The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will analyze the cognitive and physical development of children and adolescents.
• The student will explain the impact adults have on the social/emotional development of children and adolescents

Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

• Develop an awareness of professional appearance and behaviors within a professional organization
• Utilize the NCFR principles for ethical thinking to address ethical behavior and ethical issues encountered in occupations related to human development and family studies
• Investigate and establish a practicum in a professional setting in the field of human development and family studies

Family Life Educator Certification

Course content in HDFS 4319 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

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 as they relate to professional practice.

Notes from HDFS 4319 should be retained to review for the CFLE exam.

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

1. HDFS 4319 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.
2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board
questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 800 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Please be aware this is a fully online course. This means that this course doesn’t meet in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the course calendar. I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as “study time”). Most universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

Self-care statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Discussion Board Posts**= 100 total points (4x25 points). There will be four discussion board assignments throughout the semester. Students must post responses **directly to the**
**Discussion Board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor.

- **Written Course Assignments** = 400 total points (4x100 points). There will be four written course assignments throughout the semester. Class assignments related to course content will be submitted to the Dropbox as Word documents (.doc or .docx files) or PDF files by the due date/time. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.
  a. Career analysis assignment
  b. Agency/organization investigation
  c. Interviews with professionals
  d. LinkedIn profile assignment

- **Ethics Case Study** = 100 total points (2x50 points). For this assignment, you will be randomly assigned to an ethics case study through the discussion board. The assignment will include a group discussion post and then an individual reflection using the case study analysis process outlined in the course text. Both the discussion and the individual reflection will be worth 50 points for a total of 100 possible points.

- **Professional Meeting with Professor** = 100 points. During the middle of the semester students will meet with the professor to discuss ideas for practicum. This appointment can either be via Zoom or telephone. The instructor will not approve your practicum paperwork unless you have met (via Zoom or telephone) to discuss your ideas for practicum.

- **Selection, Approval, and Confirmation of Practicum Site Assignment** = 100 points total.
  Selection & Approval of Practicum Location (50 points). All practicum sites must be approved prior to the due date of the “Confirmation of Practicum Location” assignment. To confirm that you have found a location and have been approved by the supervisor, you will be required to submit information about the site and provide the contact information for the supervisor of your practicum. This portion of the assignment will require you to complete a Qualtrics survey via the Dropbox in Brightspace/D2L by the due date/time to receive approval of your site. It is highly recommended that you contact potential site(s) early. You will be competing with other students from related disciplines seeking practicum sites as well. Most organizations accept only a limited number of interns. Being early is also a sign of professionalism. Most, if not all, supervisors do not look favorably upon being approached at the last minute.
  Confirmation of Practicum Site (50 points). By the end of the semester it is expected that you have located and confirmed a practicum site that fits your career aspirations after college. Practicum sites may include community-based social services, Head Start programs, public schools, child care and child development centers, faith-based organizations providing services to children and families, state and government agencies, college campuses, health care & family wellness programs, etc. If you have a question about whether a site is appropriate, email the instructor. It is important you locate a practicum site you find most interesting to ensure you have a rewarding learning experience that may also lead to a paid employment position after graduation. Once the
practicum site has been selected and approved (assignment listed above), practicum site supervisors will also complete a survey via Qualtrics to be submitted to the instructor by the due date/time.

- **Extra Credit** (optional)-Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

V. Tentative Course Outline/Calendar:

All due dates are in Central Time.

**Denotes optional points

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Jan 18-21</td>
<td>Week 1: Welcome to HDFS 4319</td>
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| Jan 22-28   | Week 1: Welcome to HDFS 4319 Student Introduction Discussion\  
|             | due Sunday 1/28 at 11:59pm\  
|             | HDFS 4319 Agreement Quiz\  
|             | due Sunday 1/28 at 11:59pm                                                           | 20     |
| Jan 29-Feb 4| Week 2: What is Practicum?\  
|             | Feelings about Practicum Discussion\  
|             | due Sunday 2/4 at 11:59pm                                                            | 20     |
| Feb 5-11    | Week 3: Setting Professional Goals\  
|             | Goals for Practicum Discussion\  
|             | due Sunday 2/11 at 11:59pm                                                           | 20     |
| Feb 12-18   | Week 4: Career Preparation\  
|             | Career Analysis Assignment\  
|             | due Sunday 2/18 at 11:59pm\  
|             | Handshake Job Search Extra Credit\  
|             | CLOSES Sunday 2/18 at 11:59pm                                                       | 40, **5** |
| Feb 19-25   | Module 5: First Steps to Finding a Location\  
|             | Sign-up to Meet with Me About Practicum\  
|             | Agency/Organization Investigation\  
|             | Assignment due Sunday 3/3 at 11:59pm                                                 | 40     |
| Feb 26-Mar 3| Week 6: Professionalism and Interviewing Employers\  
|             | Sign-up to Meet with Me About Practicum                                              |        |
| Mar 4-10    | Week 7: Professionalism and Branding\  
|             | Meet with Me About Practicum\  
|             | LinkedIn Profile Assignment\  
<p>|             | due Sunday 3/10 at 11:59pm                                                           | 40     |</p>
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<tr>
<th>Mar 11-17</th>
<th>SPRING BREAK</th>
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| Mar 18-24       | Week 8: Professionalism and FLE  
Meet with Me About Practicum |
| Mar 25-27       | Week 9: Introduction to Ethics  
Meet with Me About Practicum |
| Mar 28-31       | EASTER HOLIDAY |
| Apr 1-7         | Week 9: Introduction to Ethics  
Week 10: Ethics and FLE  
Interview with Professional Assignment  
due Sunday 4/7 at 11:59 |
| Apr 8-14        | Week 11: Case Study Analysis  
Ethical Case Study Discussion  
due Sunday 4/18 at 11:59pm |
| Apr 15-21       | Week 12: Securing a Practicum Site  
Case Study Reflection Paper  
due Sunday 4/21 at 11:59pm |
| Apr 22-28       | Week 13: Resumes, Cover Letters and Interviews  
Resume Extra Credit  
CLOSES Sunday 4/28 at 11:59pm |
| Apr 29-May 5    | Week 14: Course Wrap Up and Review  
Selection and Approval of Location  
CLOSES Friday 5/3 at 11:59pm |
| May 6-10        | Week 15: Final Thoughts  
Final Thoughts Discussion  
CLOSES Friday 5/10 at 11:59pm |

VI. Readings:


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:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the 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 will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy Information:

   **Institutional Absences (HOP 04-110)**

   - An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

   Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

   For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

   More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

   **Student Code of Academic Integrity**

   - The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

***Other SFA policy information is found in the **Handbook of Operating Procedures (HOP)**

**IX: Resources**

SFA 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:**
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person—mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

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

X. Other Relevant Course Information:

**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:

- If you transfer hours toward your major at SFA or if you substitute any major coursework.
- If 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 members.

**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.