



## HMSC 4120.640 Practicum

Online Course

School of Human Sciences – Human Development and Family Studies

CRN 14753

3 Credits

Fall 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:** Th 12:00-3:00 and F 8:00-10:00 via Zoom (check D2L for link/meeting ID/password); in-person meetings by appointment only

**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 & Credit Hour Justification:

Normally, this course is a supervised on-the-job training experience with an approved organization or community agency. Typically, for a 3 hour practicum, students will work 200 hours (67 hours per unit of credit). Students will complete practicum in fields directly related to their career or academic objectives, and practicum sites will foster development of career-related skills. In addition to onsite work expectations, students will have required academic deliverables: written work (journals, essays, or other appropriate work relative to the practicum site), and



during the final examination period a final self-evaluation assessment and project summarizing their practicum experiences. These activities, inclusive of the on-site expectations and academic components, average a minimum of 16 hours a week.

**REVISED COURSE EXPECTATIONS FOR FALL 2020:** Due to COVID-19 and the challenges it has posed to students and community agencies alike, two alternatives were developed for this course for academic year 2020-21. Students can either choose to complete 120 hours, reduced from 200 hrs, at an agency in combination with other limited online coursework. Or, students can choose to complete 120 “alternative” hours of fully online coursework to substitute for the agency hours in addition to completing other online coursework. ***In order to be approved for 120 hours at an agency, all student and supervisor paperwork has to be submitted to and approved by Dr. Farago by Sept 1<sup>st</sup> at the latest.*** Students who do not have agency paperwork on file by this date will be assumed to participate in the fully online coursework option of this course and will not earn any credit for any hours completed in the field. If at any point in the semester a student needs to switch from the 120 hr agency option to the fully online coursework option, they need to contact Dr. Farago and will be allowed to do so. However, the reverse is not permitted.

#### **Acknowledgment of Risks of Off-Campus Experiences fur to COVID-19**

Practicum experiences, like any other activity that exposes an individual to the general public, have always presented a risk that one might come in contact with a contagious disease or virus. Currently, the most notorious risk is exposure to COVID-19. Symptoms common to COVID-19 include fever, cough, chills, muscle pain, sore throat, and shortness of breath. By participating in the practicum experience, you acknowledge and accept the risks associated with potentially being exposed to a contagion, including COVID-19. You agree to follow the site’s and university’s health and safety protocols, including any disclosure and distancing requirements. Practicum sites are not owned or controlled by the university and therefore outside its ability to manage and minimize exposure risk. The university cannot ensure the practicum site is free of contagions. You should monitor your own personal health status and determine whether the practicum environment is in your best interest this semester.

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

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.



**Course Format/Instructional Strategies:** This course is fully delivered online using the D2L/Brightspace 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:** Earn a “C” or above in HDFS 4319 Pre-Practicum.

**COVID-19 Note**

I recognize this is an extraordinarily difficult time for many of you. Please stay in communication with me if you need accommodations to due dates or course policies due to illness, stress, and due to the general circumstance of living in a global pandemic. I am here to support your success

☺ Clearly communicating with me is key!

**Pandemic Principles – adopted from Dr. Bayne (UNC Chapel Hill)**

**1. Nobody signed up for this.**

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

**2. The humane option is the best option.**

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most
- We are going to prioritize sharing resources and communicating clearly

**4. We will foster intellectual nourishment, social connection, and personal accommodation.**

- Accessible asynchronous content for diverse access, time zones, and contexts
- Optional synchronous discussion to learn together and combat isolation

**5. We will remain flexible and adjust to the situation.**

- Nobody knows where this is going and what we’ll need to adapt
- Everybody needs support and understanding in this unprecedented moment

**SFA COVID Information – please check for updates**

<http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic/coronavirus/students>



### **Required Textbooks:**

There is *no required textbook* for this course. All readings will be provided to the student from the instructor through the D2L system.

### **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.
- Submit any assignments at least a few hours early and double-check the submission to ensure what you turned in 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 issues arise. 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!
- Use 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.***

### **Communication:**

**Virtual 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 **Th 12:00-3:00 and F 8:00-10:00 via Zoom (check D2L for the link)**. In-person meetings are by appointment only. In the rare case that any office hours need to be rescheduled, this will be announced via D2L.

Please note that when you log in to meet with me via Zoom, you will be put into a "waiting room." You'll see a message that I will let you in after I am finished meeting with another student. 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. So if you have to wait, please be patient and know that I haven't forgotten you are there.

### **Support for Students who are Caregivers (adopted from Dr. Olson-Beal)**

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

- 1) Babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, caregivers may turn the camera off when more privacy is required.
- 2) Stepping away momentarily for childcare reasons is completely understandable. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
- 3) Do not take any photos, audio, or video of any children on screen.
- 4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
- 5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

**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.

### **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

### **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.

**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:**

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. Additional information about the College of Education's vision, mission, and core values can be found at <http://coe.sfasu.edu/about-us>.

This course relates 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 – Specific to Human Development and Family Studies:**

1. Learners will identify social & 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 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.

*Turnitin* will be used to monitor writing originality and plagiarism for written assignments.



**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. Dropbox Assignments:**

Assignments pertain to course content, such as ethics and professionalism in the field. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via e- mail. All assignments must be typed in 12 font and uploaded to the Dropbox in D2L. Assignments must be submitted as a .doc, .docx or PDF attachment.

### ***Students who are doing 120 hrs at an agency***

- Work Schedule Assignment
- Practicum Professional Dress Assignment
- Code of Ethics Assignment
- Thank You Letter Assignment

### ***Students who are doing fully online coursework***

- TED Talk/Webinar Summaries Assignment
- Documentary Film Assignment Assignment
- Job or Graduate School Applications Assignment
- Research Paper: COVID Impact on Schools and Organizations working with Children & Families Assignment

## **3. Discussion Assignments or Journal Entries:**

### ***Students who are doing 120 hrs at an agency***

Students will reflect on their practicum experiences and complete 3 journal assignments based on their reflections. All journal assignments must be typed in 12 font and uploaded to the Dropbox in D2L.

- Journal Entry 1
- Journal Entry 2
- Journal Entry 3

### ***Students who are doing fully online coursework***

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 small groups to facilitate discussion and will be expected to be discussing topics throughout the week (not just on Sundays!).

- Discussion 1
- Discussion 2
- Discussion 3



#### **4. Monthly Time Sheets or Time Spent in Online Course Shell:**

##### ***Students who are doing 120 hrs at an agency***

Students must document accrued Practicum hours. Each time record must be signed by your agency supervisor. Time records submitted without the site supervisor signature will not receive credit. Refer to the Course Timeline for due dates. Records should not be mailed or placed in the Instructor's mailbox or under office door. The Dropbox closes on the scheduled due date – so plan ahead! The best method for submitting hours is to scan and upload the document. There are a variety of free scanner apps that you can use on a smart phone. Students may upload a photo from their phone of the timesheet. The main issue with this method is to make sure that the professor can read your timesheet AND it includes the site supervisor signature. If the professor is unable to read the submitted document, you will receive zero (0) credit for those hours. Note: The "readability" is at the discretion of the instructor of record; just because you can read it does not mean that the professor can read it. Students may create and submit their own version of the Timesheet. The Timesheet in the Dropbox is simply an example of information that is needed. The major items to include in your Timesheet are: date and time of hours accrued, signature of site supervisor, accumulate 120 hours by the final due date, accumulate the hours over several weeks according to the Site Supervisor's recommendation.

September Timesheet X 2

October Timesheet X 2

##### ***Students who are doing fully online coursework***

The instructor is able to view time spent by each user (student) on each activity in the course. This will be reviewed to ensure that each student is reviewing course content such as videos, articles, etc. in a timely manner, and spending approximately 12-15 hrs/week on the course as a substitute for agency hours. 7

September time spent in the course: Instructor will check if all online readings and modules have been completed and videos watched and time spent on these activities within D2L

October time spent in the course: Instructor will check if all online readings and modules have been completed and videos watched and time spent on these activities within D2L

#### **5. Dispositions or Article Summaries**

##### ***Students who are doing 120 hrs at an agency***

Practicum supervisors will complete 2 dispositions (evaluations) of the student during the semester. Supervisors will be emailed a Qualtrics survey, which they will take to evaluate the student. Students will complete one self-disposition (evaluation) on themselves. Students be emailed a Qualtrics survey to their SFA email address.

Supervisor Midterm Disposition

Professor Meeting

Supervisor Final Disposition

Student Disposition

##### ***Students who are doing fully online coursework (Dropbox)***



Academic Article Summary I  
Academic Article Summary II  
White Paper Summary  
Popular Press Article Summary

## **6. Infographic Assignment**

**ALL students complete this.**

For this assignment, you will create an infographic for your practicum agency that you feel the agency could benefit from during the social-distancing period. Topics for the infographic can be wide ranging and include but are not limited to; nurturing close relationships, supporting various types of growth & development of children, activities to maintain mental and physical health, etc. Once you choose your topic you will then create an infographic on that topic that illustrates information that you believe is relevant to the topic and your agency. This infographic should communicate researched academic information in an easy to read and engaging way. You must include a minimum of five (5) peer-reviewed, scholarly sources to support the information on your infographic. All sources **MUST BE CITED** in APA format at the bottom of the infographic.

You may choose the platform you use to create your infographic. There are many free options available, though for most you have to register an account. Options include Infogr.am, Easel.ly, Piktochart, & Visme. You may also use a free online design software such as Canva if you would prefer to design your own.

- As a note, most of these require you to pay to download your infographic. If that is the case, you can submit screen shots of your infographic that have been edited and pasted into a word document. **Please note that not submitting this assignment in infographic format (ex: as a paper, PowerPoint, or any other format other than infographic) is unacceptable and will result in an automatic "0" for the assignment.**

In addition to submitting your infographic, you will write **a minimum of two (2)** pages discussing your chosen topic, the importance of the information you are sharing, along with why and how your agency can benefit from using it. Your paper should follow APA guidelines inclusive of a cover page, title and headers, and a reference page.

## **7. PowerPoint Presentation Assignment**

**ALL students complete this.**

Students will create an 8-10 slide presentation giving an overview of their Practicum site and activities. This assignment is to be uploaded via Discussions. Students who did not complete hours at an agency will present on a agency they did research on and could imagine or hope to work for in the future. This could be an agency you interviewed last semester in Pre-practicum (but doesn't have to be).



Please include the following:

- Slide 1 Title Slide: Provide your name and photo plus “Interning at ...” (giving the name of your Practicum location-be sure you have permission from your site to use photographs in your presentation).
- Slide 2 Agency Overview: The agency mission statement (brief), other locations (if any), scope of services provided to public
- Slide 3 Employer/Supervisor: Title of your employer/supervisor with brief biographical sketch of his/her professional activities and qualifications, the agency organizational chart or bios of some key employees and their qualifications, roles, responsibilities etc
- Slide 4-8/10 Your Experience: Include highlights of what you did during your practicum, provide pictures/photos or include activities you could imagine doing at this site

**8. 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.

## POLICIES ABOUT ASSIGNMENTS

- 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 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**.

### 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 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>Syllabus Quiz</b>	<b>25</b>
<b>Dropbox Assignments</b>	<b>100</b>
Work Schedule or TED Talk/Webinar Summaries	25
Prof. Dress or Documentary Film	25
Code of Ethics or Job Application	25
Thank you Letter or COVID Paper	25
<b>Discussions or Journal Assignments</b>	<b>300</b>
Discussion 1 or Journal 1	100
Discussion 2 or Journal 2	100
Discussion 3 or Journal 3	100
<b>Timesheets or Time Spent in the Course</b>	<b>200</b>
September first half	50
September second half	50
October first half	50
October second half	50
<b>Dispositions or Article Summaries</b>	<b>200</b>
Supervisor Mid-term Disposition or Academic Article Summary 1	25
Professor Meeting or Academic Article Summary 2	25
Supervisor Final Disposition or White Paper Summary	50
Student Disposition or Popular Press Article Summary	100
<b>Infographic</b>	<b>100</b>
<b>PowerPoint</b>	<b>100</b>
<b>TOTAL:</b>	<b>1025</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	918-1025	89.5-100%
B	815-917	79.5-89.4%
C	713-814	69.5-79.4%
D	610-712	59.5-69.4%
F	609 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, 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)**

**“\*” marks assignments that ONLY students doing the 120 practicum hours will complete**  
***Italics* mark assignments that ONLY students doing fully online coursework will do**  
**“EVERYONE” marks assignments that everyone will complete**

<b>Week</b>	<b>Date</b>	<b>Activities &amp; Assignments</b>
1	Aug 24-30	Syllabus Quiz - EVERYONE Extra Credit: Introduce YOU Discussion *Supervisor Survey due IF completing agency hours* *Begin agency hours*
2	Aug 31-Sept 6	Work Schedule* OR <i>TED Talk/Webinar Summary</i> *Continue agency hours*
3	Sept 7-13	Journal 1* OR <i>Discussion 1</i> September Timesheet 1* *Continue agency hours*
4	Sept 14-20	Professional Dress* OR <i>Documentary Assignment</i> *Continue agency hours*
5	Sept 21-27	*Continue agency hours*



Week	Date	Activities & Assignments
6	Sept 28-Oct 4	September Timesheet II* Meeting with Professor about Practicum Hours* OR <i>Academic Article Summary II</i> *Continue agency hours*
7	Oct 5-11	Supervisor Mid-term Disposition* OR <i>Academic Article Summary I</i> *Continue agency hours*
8	Oct 12-18	Code of Ethics* OR <i>Job/Grad school Application</i> October Timesheet I* *Continue agency hours*
9	Oct 19-25	Journal 2* or <i>Discussion 2</i> *Continue agency hours*
10	Oct 26-Nov 1	October Timesheet II* Supervisor Final Disposition* OR <i>White Paper Summary</i> Student Final Disposition* OR <i>Popular Press Article Summary</i> *FINISH agency hours*
11	Nov 2-8	Thank You Note* OR <i>COVID Research Paper</i> *Grace period if a few more agency hours are needed*
12	Nov 9-15	Journal 3* or <i>Discussion 3</i>
	Nov 16-22	Powerpoint Presentation due - EVERYONE
14	Nov 23-29	BREAK
15	Nov 30-Dec 6	Infographic Assignment due - EVERYONE

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

**August 27:** Last day to change schedules other than to drop courses. Last day to register.

**October 21:** Last day to drop courses and to withdraw from the university without WP/WF.

**November 30:** 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

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

#### Masks and Face Coverings

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

#### 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).**