I. Course Description:

Fundamentals of economic and consumer concepts including the organization of economic systems. Prerequisite: Junior or Senior standing

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

Collaboration and shared decision making

Life-long learning

Openness to new ideas, culturally diverse people and innovation and change

Integrity, responsibility, diligence, and ethical behavior, and

Service that enriches the community

MLG 4-8 Program Learning Outcomes (PLOs) (HMS 445 is a support course for MLG 4-8 Program)

1. The student will demonstrate the professional knowledge and skills required of an entry-level educator for grades four through eight in Texas public schools.
2. The student will demonstrate the prerequisite subject area content and professional knowledge necessary for an entry-level position for grades four through eight in Texas public schools.

3. The student will demonstrate the dispositions identified in the College of Education Conceptual Framework (Academic Excellence, Life-long Learning, Collaboration, Openness, Integrity, and Service), which lead to successful teaching experiences for entry-level fourth through eighth grade teachers.

4. The student will illustrate the ability to implement appropriate instruction for entry-level fourth through eighth grade teachers.

5. The student will demonstrate critical reflection and communication for entry-level fourth through eighth grade teachers.

Student Learning Outcomes

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

1. Recognize the importance of fundamental economic concepts.

2. Relate economic and consumer education principles to the U.S. economic system through activities and simulations.

3. Research economic goals of the community, state and federal government.

4. Articulate the impact of individual responsibility for personal finance.

5. Coordinate/participate/implement learning simulations through economic concept development.

6. Utilize computer programs and other online economic education resources.

7. Develop competence for success on nationally-normed tests of economic literacy.

8. Investigate and utilize state and nationally-developed economic education resources.

9. Investigate the understanding of economic concepts for at-risk and diverse populations.

The course prepares students seeking Social Studies Certification for grades 4-8; Standard VI – Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses
this knowledge to enable students to understand economic systems and make informed economic decisions.

The course prepares students seeking certification in Family Consumer Sciences to meet TeXes - Standard VI Consumer and Resource Management: The family and consumer sciences teacher understands consumer practices, consumer responsibilities, and resource management processes; how these affect and are applied to personal, family, and work life; and career opportunities in consumer and resource management.

Teacher Certification

The course prepares students seeking certification in Family Consumer Sciences to meet TeXes Standard III – Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.

Notes from this class should be retained for review purposes for the TeXes.

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

Course Assignments/ Activities: online weekly assignments, lesson plan, current events, mid-semester exam and final exam.

Instructional Strategies may include: lectures, discussion board, individual and group activities, online guest lecturers, online interactive materials, and video clips.

Use of Technology may include: Desire 2 Learn (D2L), Internet assignments/activities/research, and word processing.

IV. Evaluation and Assessments (Grading):

Course grade (A – F) is determined by a percentage of total required points for the course.

For example, if a student has earned 90% or greater of the total possible points, course grade would be an A; if a student has earned between 89-80% of the total possible points, course grade would be a B.

Grading Scale: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59% and below.

Total Points: 635-571 = A; 570-508 = B; 507- 444 = C; 443-381 = D; 380 – below = F

Course points are earned through:

Weekly chapter assignments/activities/discussions 15 points each = 210 points
Current Events (format will be provided) Three CE’s @ 25 points each = 75 points

Lesson Plan Assignment = 100 points

Mid-semester Exam = 100 points

Comprehensive Final Exam = 150 points

V. Tentative Course Timeline

Week 1 Jan 16 - 21
Module I – Getting Started
Basic Economic Pre-test
Decision Making/Cost Benefits Analysis

Week 2 Jan 22 – 28
Module II
Key Principles of Economic Behavior
Scarcity and Opportunity Cost

Week 3 Jan 29 – Feb 4
Module II
Productivity/ Productive Resources
Specialization/Division of Labor
Economic Growth and Technology

Week 4 Feb 5 - 11
Module II
Economic Systems
Economic Institutions & Incentives
Property Rights

Week 5 Feb 12 - 18
Module II
Trade, Exchange, Money, Interdependence

Week 6 Feb 19 - 25
Module III
Markets & Prices; Supply & Demand
Price Ceilings and Price Floors
Consumers/Producers
Week 7 Feb 26 – March 4
Module III
Competition & Market Structure
Market Failure

Week 8 March 5 - 11
Module III
Income Distribution
Mid-semester Exam (available from 8 am Friday, March 9 until 11 pm Sunday, March 11)

Spring Break March 12 - 16

Week 9 March 19 - 25
Module III
Role of Government
Broad Social Goals
Government Failures/Public Choice Analysis

Week 10 March 26 – April 1
Module IV
Gross Domestic Products
Aggregate Supply/Aggregate Demand

Week 11 April 2 - 8
Module IV
Unemployment
Inflation
Monetary Policy/Fiscal Policy/Federal Reserve

Week 12 April 9 - 15
Module IV
Consumer Economics
Personal Finance (Compound Interest, Credit, Money Mgt., Budgeting, Saving and investing)

Easter Holiday Thursday, April 13 – Monday, April 17

Week 13 April 16 – 22
Module V
Personal Finance (cont.)

Week 14 April 23 – April 29
Module V
Entrepreneurship

Week 15 April 30 May 6
Module V
Lesson Plan

Final Exam Week May 8 - 12
Comprehensive Final Exam: Monday, May 7 - Tuesday, May 8

A detailed Course Timeline is posted under Module I – Getting Started. Each week runs from Monday to Sunday. New material is posted each Monday and weekly assignments are due by 11 pm on the following Sunday. Exams must be completed and submitted during the date and time posted on the course timeline.

VI. Readings (required)

Virtual Economics V.4.5 USB Flash Drive, Council on Economic Education. New York, NY

Various professional journals and publications available in the SFA Library and/or Internet

A list of web addresses for online curriculum publications and guides from the Council on Economic Education, Texas Council on Economic Education, Federal Reserve Banks, and various other sources will be posted in the Getting Started Module.

Live Text Statement:
HMS 445 does not have a LiveText assessment submission.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. Five extra-credit points will be awarded for each student who completes the online course evaluation by the specified date.

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.

VIII. Student Ethics and Other Policy Information:

Student Responsibilities

It is each student’s responsibility to log on regularly and read all the material posted in D2L for this course. Course information will be posted in D2L via homepage icons, announcements, assignments, assessments, discussion, email, and grade book. Students are expected to check the course homepage daily, respond to announcements and emails, and submit assignments and exams on time.

It is the responsibility of each student to read and print the Syllabus and Course Timeline. Assignment due dates and exam dates are non-negotiable. Late work will not be accepted.

In the event of widespread technical difficulty, (i.e., hurricane) due dates for assignments and exam deadlines will be adjusted. In the event of individual technical difficulty, each student should have a backup plan for submitting assignments and taking exams on or before the due date. Individual computer problems and inability to access internet is not an excuse for missed or late assignments or missed exams. Students are advised to not wait until the last few minutes to submit assignments or log on to take exams. Submit assignments and log on to exams early enough that you can implement a backup plan if necessary.

Each student should check their grades and grade points regularly. Any grade point discrepancies must be resolved within one week after assignment grades have been posted, otherwise the posted grade points are considered final.

Final Exam

Plan to take the final exam for this course on the day and time posted on the Course Timeline.

Contacting the Instructor

Students are encouraged to promptly contact the instructor with questions or individual concerns not addressed in the syllabus or other course information. Contact information is provided in the course syllabus.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.5

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 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 in a timely manner may delay your accommodations. For additional information refer to: HYPERLINK "http://www.sfasu.edu/disabilityservices" www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1

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

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at HYPERLINK "http://www.sfasu.edu/policies/academic_integrity.asp" http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission 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)

Withheld Grades: 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.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at HYPERLINK "https://www.sfasu.edu/judicial/earlyalert.asp" https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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 HYPERLINK "http://www.texes.ets.org/registrationBulletin/" www.texes.ets.org/registrationBulletin/ < HYPERLINK "http://www.texes.ets.org/registrationBulletin/" http://www.texes.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.

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.

IX. Other Relevant Course Information: