I. **Course Description**
Philosophies, strategies, and resources for managing family and consumer sciences practicum and work-based learning programs in the public schools. Family and Consumer Sciences Certification test preparation.

II. **Course Justification**
Students will receive extensive course content information either in-class or via online content modules equivalent to 281.25 minutes per week for 8 weeks 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.

III. **Intended Learning Outcomes, Goals and Objectives**
This course addresses the Unit Mission Statement: The Mission of the School of Human Sciences is to prepare high quality professionals to seek and apply knowledge in Human Sciences for the benefit of individuals, families, and communities in a global environment. The Conceptual Framework and the Vision, Mission, and Goals of the James I Perkins College of Education describe a shared vision linked to the University vision and values, and describe how those values translate into knowledge, skills and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course supports the vision, mission, and core values of the James I Perkins College of Education at Stephen F Austin State University. We value and are committed to:

- Academic excellence through critical, reflective, and creative thinking.
- Lifelong learning; Collaborative and shared decision making.
- Awareness to new ideas, culturally diverse people and innovation and change.
- Integrity, responsibility, diligence and ethical behavior and Services that enrich the community.
a. **Program Learning Outcomes**
This course supports the School of Human Sciences through the program learning outcomes listed below:

- The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity and service) relative to the field of Human Science.
- 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.

b. **Student Learning Outcomes**
Upon successful completion of this course, the student will:

- Investigate skills and concepts critical for success in the workplace.
- Develop skills for teaching a practicum in Family and Consumer Sciences.
- Describe Family and Consumer Sciences work-based programs available in Texas secondary schools.
- Analyze facilities for work-based programs.
- Investigate resources, including the advisory council, for teaching work-based programs.
- Plan ways to interpret work-based programs.
- Apply the concept of professional development in your career.

This course addresses Family and Consumer Sciences **Standard 1: Integration of Foundations**:

- Demonstrate effective techniques to secure, maintain, and terminate employment.
- Assess leadership and teamwork skills that contribute to effectiveness in family, work, and community settings.
- Analyze the inter-relatedness of career decisions and personal/family life.
- Promote student motivation and engagement through varied teaching strategies including projects, group work, laboratory experiences, FCCLA activities, and work-based learning.
- Utilize FCCLA programs and projects to promote students' personal growth, leadership development, curriculum application, community service, and career development.
- Communicate with parents and community members through supervision, advisory committee activities, program promotion, industry partnership development, class field trips, and guest speakers.
- Utilize management strategies to promote the progress of students in work-based learning experiences including monitoring attendance; coordinating and evaluating school-based and work-based learning activities; and coordinating communications and agreements among parents, students, training sponsors, and school/college personnel.
• Utilize multiple viewpoints and perspectives to appraise instructional content and activities, assuring application of academic skills in the context of life and work experiences.
• Synthesize current events, public policy, and research, determining their effect on family, community, and work experiences.
• Utilize career-connections experiences, work-based learning, and other real-world applications of classroom learning to promote self-directed problem solving, planning, application of knowledge and skills, management, and evaluation.

IV. Texas Essential Knowledge and Skills
Below are the TEKS assessments for FACS programs as outlined by Chapter §130.145. Practicum in Education and Training (Two to Three Credits).


b. Introduction. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

c. Knowledge and skills.
• The student explores the teaching and training profession. The student is expected to:
  i. Assess personal characteristics needed to work in the teaching and training profession;
  ii. Compare schools based on qualities of effectiveness;
  iii. Formulate a personal philosophy of education; and
  iv. Create a personal career plan in preparation for a career in the field of education or training.
• The student understands the learner and learning process. The student is expected to:
  i. Apply principles and theories of human development appropriate to specific teaching or training situations;
  ii. Apply principles and theories about the learning process to specific teaching or training situations;
  iii. Analyze personal behaviors and skills that facilitate the learning process; and
  iv. Suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions.
• The student communicates effectively. The student is expected to:
  i. Assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills;
  ii. Communicate effectively in situations with educators and parents or guardians;
  iii. Evaluate the role of classroom communications in promoting student literacy and learning; and
  iv. Integrate effective communication skills in teaching or training.
• The student plans and uses effective instruction. The student is expected to:
  i. Apply principles and theories that impact instructional planning;
  ii. Develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS);
  iii. Assess personal planning to meet instructional goals;
  iv. Analyze concepts for developing effective instructional strategies;
  v. Analyze instructional strategies for effectiveness; and
  vi. Explain how learner feedback has been used to guide selection and adjustment of instructional strategies.
• The student creates and maintains an effective learning environment. The student is expected to:
  i. Create and maintain safe and effective learning environments;
  ii. Integrate teacher or trainer characteristics that promote an effective learning environment;
  iii. Apply classroom management techniques that promote an effective learning environment; and
  iv. Demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.
• The student assesses instruction and learning. The student is expected to:
  i. Develop and apply assessments to foster student learning; and
  ii. Use assessment strategies to promote personal growth and teaching or training improvement.
• The student understands the relationship between school and society. The student is expected to:
  i. Support learning through advocacy;
  ii. Select school and community resources for professional growth; and
  iii. Design activities to build support of family members, community members, and business and industry to promote learning.
• The student develops technology skills. The student is expected to:
  i. Recommend technology applications appropriate for specific subject matter and student needs; and
  ii. Integrate the skillful use of technology as a tool for instruction, evaluation, and management.
• The student continues development as a teaching or training professional. The student is expected to:
i. Identify strategies and resources for the professional development of educators or trainers;
ii. Demonstrate teacher or trainer characteristics that promote ongoing professional development;
iii. Use research and assessment to improve teaching or training; and
iv. Develop a professional growth plan.

- The student participates in field-based experiences in education or training. The student is expected to:
  i. Apply instructional strategies and concepts within a local educational or training facility; and
- The student documents technical knowledge and skills. The student is expected to:
  i. Update a professional portfolio to include:
     1. attainment of technical skill competencies;
     2. licensures or certifications;
     3. recognitions, awards, and scholarships;
     4. extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
     5. abstract of key points of the practicum;
     6. resumé;
     7. samples of work; and
     8. evaluation from the practicum supervisor; and
  ii. Present the portfolio to all interested stakeholders such as in a slide or poster presentation.

Source: The provisions of this §130.145 adopted to be effective August 23, 2010, 34 TexReg 5924. Related Content TEKS for: 130.227 Practicum in Culinary Arts, 130.229 Practicum in Hospitality Services, 130.250 Practicum in Human Services

V. Course Readings and Instructional Strategies

a. Required Textbook

   To locate the Practicum Coordination Handbook for Family and Consumer Sciences go to the course under "Introduction Module" and download and print a copy and begin reading. The handbook was developed by The Curriculum Center for Family and Consumer Sciences.

b. D2L
   This course is entirely online and will be coordinated through Brightspace by D2L. It is imperative that you check Brightspace by D2L multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in Brightspace by D2L and any discrepancies in points must be resolved within one week after the assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.
If you ever experience technical difficulties, please use the contact information listed here: Brightspace by D2L technical support (936) 468-1919; General computer support (936) 468-4357. Please note the Brightspace by D2L technical support is not available on weekends.

VI. Course Assignments, Evaluation, and Assessments
Correct use of spelling and grammar, along with the display of professional writing skills are necessary for all course assignments, discussion boards, and emails. Errors in spelling and/or grammar will result in a loss of points. Turnitin will be used by the Instructor to monitor writing originality and plagiarism.

All assignments must be submitted through the online course in a Microsoft Word format. Additionally, all assignments, quizzes, and exams will have an 11:30 PM deadline on the specified date. You will not have access to complete an assignment, quiz, or exam after that time.

If you have a question regarding an assignment, please email the instructor in a timely fashion. It is your responsibility to make sure that questions arrive in a timely manner. Any emails sent after 12:00 PM on Friday may not be answered until the following Monday.

a. Discussions 50 points
Throughout the course the student will engage in five online discussions as a way to critically evaluate and analyze learned material. Students are expected to engage with their classmates for discussions. Each discussion is worth 10 points each.

b. Quizzes 75 points
There will be three quizzes throughout the semester testing your knowledge on assigned reading material and module content. Each quiz will be worth 25 points each.

c. Final Exam 100 points
There will be a cumulative final exam that will cover the material in the modules and Practicum Handbook at the end of the semester. The exam is to be taken during the assigned time frame. There are no make-up exams. Therefore, if a student misses the exam, the student will accept a 0 for the exam.

d. Reading Reflections 75 points
There will be three written reading reflections throughout the semester that will require you to critically analyze course readings. They are designed to gauge your progress toward mastering the material in connecting it to real world issues in Family and Consumer Sciences. Reflections are worth 25 points each.

e. Course Projects 200 points
The student will complete two (2) projects throughout the semester to utilize in their development as a FACS professional. The student will develop a Needs Assessment worth 100 points for CTE businesses and a Professional Development plan worth another 100 points for their own growth as an educator.

f. Grading Criteria
There is a total of 425 possible points to be earned from course assignments, discussions, exams, and projects. YOU impact your grade. The grade you receive is
the grade you have earned.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Average</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>500-450</td>
<td>100-90%</td>
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<tr>
<td>B</td>
<td>449-400</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>399-350</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>349-300</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>299-0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A grade of an A indicates excellent; B, good; C, average; D, passing; F, failure

Further explanation of assignments, grades, course progress will be discussed during office hours on an individual basis.

This syllabus presents a “best” plan for this course; however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner.

VII. Class Rules
Following these rules will help maximize the course experience for you and your classmates and are nonnegotiable.

- Although this is an online course, it is your responsibility to engage with the class through timely discussions and manage course requirements. Participation is extremely important to your success in this course.
- Read the assigned material and submit all required work on the day it is due. No late work is accepted.
- Treat everyone in the class with respect and courtesy.
- All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.

VIII. General Student Policies
The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

a. Class Attendance and Excused Absence (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. 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.
b. **Student Academic Dishonesty (Policy 4:1):** Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

- **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 when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for academic dishonesty 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. Any student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

c. **Withheld Grades Semester Grades Policy (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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

d. **Academic Accommodation for Students with Disabilities (Policy 6.1 & 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, 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

e. **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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

f. Course Evaluations
Near the conclusion of the semester, you will have the opportunity to evaluate the course. 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 faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

IX. Educator Ethics and Licensing

a. 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.

b. Certification/Licensing Requirements in Texas for public education:
- 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:
  
  i. You enrolled or planning to enroll in an educator preparation program or
  ii. You are planning to take a certification exam for initial educator certification, and
  iii. 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.

- **For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.**
**Summer 2024 Tentative Class Calendar**

The *suggested weeks* are not hard deadlines, rather windows of time that you should focus on completing the associated work to complete the course on time.

The course will remain open from June 3 until June 30. All assignments and modules will close on June 30, and students will complete the final exam July 1-3.

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<tr>
<th><strong>SUGGESTED Weeks</strong></th>
<th><strong>Modules &amp; Assignments</strong></th>
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<tbody>
<tr>
<td>June 3 – June 9</td>
<td><strong>Introduction Module</strong></td>
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<td>• Introduction Discussion</td>
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<td></td>
<td><strong>Module 1</strong></td>
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<tr>
<td></td>
<td>• Read Bess chapters 1, 2</td>
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<td>• Read Practicum Handbook chapter A</td>
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<td><strong>Module 2</strong></td>
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<td>• Read Bess chapters 3, 4</td>
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<td>• Read Practicum Handbook chapter B</td>
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<td>• Module 2 Discussion</td>
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<td>• Quiz #1 covering Modules 1-2 &amp; readings</td>
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<tr>
<td>June 10 – June 16</td>
<td><strong>Module 3</strong></td>
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<td>• Read Bess chapters 5, 6</td>
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<td>• Read Practicum Handbook chapter C</td>
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<td>• Submit Needs Assessment</td>
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<td><strong>Module 4</strong></td>
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<td>• Read Bess chapters 7, 8</td>
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<td>• Module 4 Discussion</td>
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<td>• Reading Reflection #1</td>
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<td>• Quiz #2 covering Modules 3-4 &amp; readings</td>
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<td>June 17 – June 23</td>
<td><strong>Module 5</strong></td>
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<td>• Read Bess chapters 9, 10</td>
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<td><strong>Module 6</strong></td>
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<td>• Read Bess chapters 11, 12</td>
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<td>• Module 6 Discussion</td>
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<td>• Reading Reflection #2</td>
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<td>• Quiz #3 covering Modules 5-6 &amp; readings</td>
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<td>June 24 – June 30</td>
<td><strong>Module 7</strong></td>
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<td>• Read Bess chapter 13</td>
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<td>• Reading Reflection #3</td>
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<td><strong>Module 8</strong></td>
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<td>• Module 8 Discussion</td>
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<td>• Submit Professional Development Plan</td>
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<tr>
<td>July 1 – July 3</td>
<td><strong>Final Exam: Cumulative</strong></td>
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