

HES 462 – Family & Consumer Sciences in the School & Community

Summer 2014: Online

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Required Materials:

Chamberlain, V., & Cummings, M. (2003). *Creative Instructional Methods for Family and Consumer Sciences, Nutrition, and Wellness*. Peoria, IL: Glencoe/McGraw-Hill. **Edition:** 1st; **ISBN:** 0078226163
 LiveText membership (purchased from UNA bookstore or online @ www.LiveText.com)

Course Purpose (...or What am I supposed to learn in this class?):

The purpose of this course is to examine the relationship of family and consumer sciences to the school and community, including the underlying philosophies and objectives of teaching family and consumer sciences; development and organization of family and consumer sciences, with emphasis on the Alabama program; exploration and development of materials and methods for implementing the family and consumer sciences program.

Alabama Quality Teaching Standards:

Alabama Standard	FCS Standard	Lesson	Assessment
290-3-3-.03(1)(c)2.(i)	Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.	Ch. 1	Exam; Lesson Plans; Presentation

Alabama PAT Standards & Assessment:

Alabama Standard (290-3-3-.23)	FCS Standard	Lesson	Assessment
	<u>Knowledge of:</u>		
(1)(a)1.	The history, philosophy, principles, objectives, trends, patterns, and issues of career and technical education programs.	Ch. 1	Exam
(1)(a)2.	The organization, management, and methods of assessment of career and technical education programs.	Ch. 3 – 8, 21	Exam
(1)(a)3.	The <i>Alabama Course of Study: Career and Technical Education</i> .	Ch. 1	Lesson Plans; Presentation
(1)(a)4.	Teaching techniques including evidenced-based strategies, project-based learning, and authentic assessments applied to career and technical education programs.	Ch. 3 - 8	Exam; Lesson Plans; Presentation
	<u>Principles and procedures for:</u>		
(1)(a)5.(i)	Planning, conducting, and evaluating work- based experiences in career and technical education.	Ch. 12, 13	Lesson Plans; Presentation
(1)(a)5.(ii)	Conducting a job analysis.	Ch. 26	Exam
(1)(a)5.(iii)	Utilizing community resources.	Ch. 21, 22	Exam
(1)(a)5.(iv)	Collecting and using data in planning and evaluating.	Ch. 7	Exam
(1)(a)6.	Principles and practices associated with applicable business/industry certification of career and technical education programs.	Ch. 1	Exam
(1)(a)7.	Professional growth and development opportunities, including leadership development, career awareness, employability skills, and technological advancements.	Ch. 22	Exam

(1)(b)1.	Assist in advisement of career and technical student organizations for the development of leadership skills, and to enhance career objectives.	Ch. 22	Exam
(1)(b)2.	Design career and technical education instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds.	Ch. 2, 5, 18 – 20	Lesson Plans; Presentation
<u>Teach:</u>			
(1)(b)3.(i)	Academic core concepts.	Ch. 17	Exam
(1)(b)3.(ii)	Reading skills.	Ch. 17	Exam
(1)(b)3.(iii)	Writing skills.	Ch. 17	Exam
(1)(b)3.(iv)	Creative and critical thinking skills.	Ch. 12, 13, 16, 17	Exam
(1)(b)3.(v)	Problem-solving skills.	Ch. 12, 13, 16, 17	Exam
(1)(b)3.(vi)	Decision-making skills.	Ch. 12, 13, 16, 17	Exam
(1)(b)3.(vii)	Teamwork skills.	Ch. 12, 13, 22	Exam
(1)(b)3.(viii)	Technology skills.	Ch. 10, 15	Exam
(1)(b)3.(ix)	Communication skills.	Ch. 12, 13, 22	Exam
(1)(b)3.(x)	Terminology specific to career and technical education teaching fields.	Ch. 1	Exam
(1)(b)4.	Organize, manage, and maintain classroom, laboratory facilities, and equipment using proper safety procedures.	Ch. 13, 21	Exam
(1)(b)5.	Assist in recruiting and retaining students based upon assessment of needs and interests.	Ch. 22	Exam
(1)(b)6.	Assist students in developing and evaluating a career plan and preparing and updating a career/employment portfolio.	Ch. 26	Exam
<u>Provide for program management with workplace applications including:</u>			
(1)(b)7.(i)	Safety.	Ch. 12, 13	Exam
(1)(b)7.(ii)	Record keeping.	Ch. 21	Exam
(1)(b)7.(iii)	Budgeting.	Ch. 21	Exam
(1)(b)7.(iv)	Acquisition of equipment/materials.	Ch. 21	Exam
(1)(b)7.(v)	Program maintenance.	Ch. 21	Exam
(1)(b)8.	Apply principles and practices associated with managing business and personal finances.	Ch. 21	Exam
<u>The business practices associated with:</u>			
(1)(a)8.(viii)	Teaching, administration, and support services.	Ch. 1, 3 – 8, 26	Exam
(1)(a)9.	Teaching and learning processes, administrative practices, and professional support services provided in educational settings.	Ch. 1, 3 – 8, 26	Exam
<u>Technology tools, technology information, and technological advancements in the areas of:</u>			
(1)(a)10.(vi)	Teaching, administration, and support services.	Ch. 10, 15	Exam
<u>Professional associations and credentials in the areas of:</u>			
(1)(a)11.(vi)	Teaching, administration, and support services.	Ch. 26	Exam
(1)(a)12.	Teaching practices used in preschool, elementary school, middle/junior high school, high school, and adult educational settings.	Ch. 26	Exam
<u>Ability to develop skills used to provide services to clients in the areas of:</u>			
(1)(b)2.(viii)	Teaching, administration, and support services.	Ch. 3 - 8	Lesson Plans; Presentation
<u>Apply skills and practices required for careers in:</u>			
(1)(b)6.(viii)	Teaching, administration, and support services.	Ch. 3 - 8	Lesson Plans; Presentation
<u>Use technology tools, technology information, and technological advancements in the areas of:</u>			
(1)(b)7.(vi)	Teaching, administration, and support services.	Ch. 10, 15	Lesson Plans; Presentation

Introduction to Online Learning (...or How do I get started in Angel?):

General Guide to Angel:

This course will utilize the UNA Angel website. To login to Angel, go to following website <https://una.angellearning.com> and enter your UNA username and password. Once there you will click on this course. You will see that I have posted several Angel tutorials for students. In order to help you be more successful you are encouraged to read all of the tutorials.

The tutorials cover the following information:

- Getting Started in Angel
- Using Discussion Board in Angel
- Submitting an Assignment in Angel
- Taking Exams Using Respondus Lockdown Browser

Also, please review the student frequently asked questions (FAQ) about online courses and Angel at:

<http://distance.una.edu/faq.html>. Reading this information prior to getting started will enable you to navigate this course much more effectively.

Respondus Lockdown Browser:

This course requires students to take exams using Respondus Lockdown Browser. UNA campus computers are equipped with Respondus Lockdown Browser. However, students who plan to take their exams using off-campus computers (e.g. their home computer) must download Lockdown Browser on their computers prior to taking the first exam. Students may download Lockdown Browser at: <http://www.respondus.com/lockdown/installation.pl?ID=227634868>

More information on Respondus Lockdown Browser, including tutorials, can be found at:

<http://distance.una.edu/help/#lockdown>

Etiquette expectations (“Netiquette”) for online discussions, email, and other forms of communication are as follows:

- **Be clear and concise.** Make sure the subject line (e-mail) or title (web page) reflects your content.
- **Use appropriate language.** If you have a question on whether or not you are too emotional, don't send the message, save it, and review it later. Remember: no one can guess your mood, see your facial expressions, etc. on the web. All they have are your words. So choose your words and emphasis in your words carefully. For example, don't use ALL CAPITAL LETTERS—it may be perceived as shouting or screaming.
- **Make a good impression.** Your words and content represent you; review/edit your words before sending.
- **Forward e-mail messages you receive *only with permission of the sender.***
- **Remember you are not anonymous.** What you write in an e-mail or on a web site can be traced back to you
- **Obey copyright laws.** Don't use others' images, content, etc. without permission. Don't forward e-mail, or use web site content without permission.
- **Do not send SPAM.** SPAM is posting or e-mailing unsolicited e-mail, often advertising messages, to a wide audience (another way of thinking of it is electronic junk mail).
- **Don't forward chain letters.** If you receive one, notify your web master.
- **Don't respond to "flames" or personal attacks.** Contact your instructor for action and referral.

Minimum student preparation: There is no prerequisite knowledge from other courses required.

Minimum technical skills expected: Students must know how to use word processing software (e.g., Word), Microsoft PowerPoint, and they must make themselves familiar with Live Text, Angel, and Respondus Lockdown Browser (see tutorials) in order to be successful in this course.

Required Software:

Access to Live Text

Access to Angel and Respondus Lockdown Browser

Access to Microsoft Word 2007 and PowerPoint (PPT) 2007 (or later)

- If you do not have Microsoft Office 2007, then you will need to go online and download the converter for Word 1997 - 2003 to Word 2007 and the converter for PPT 1997 – 2003 to PPT 2007. This application is free and available at the Microsoft website.
- Assignments will be accepted in Word or Adobe PDF format only. No exceptions.

Methods of Instruction (...or How will course content be presented in this class?):

There will be two primary methods of instruction through which course content will be presented to students:

(1) Required Textbook and (2) PowerPoints.

(1) Required Textbook. The primary content for this course will come from the textbook. Therefore, **exams will primarily cover information from this text.** It is important that students read each chapter thoroughly. In order to help students stay on track with their readings, a suggested completion date for reading each chapter is listed in the course schedule.

(2) PowerPoints (PPTs). The instructor has posted PPTs that cover each chapter of the textbook. The goal of PPTs is to highlight the most pertinent information from each book chapter and provide the student with alternative ways of thinking about the material. **The PPTs organize and discuss the most important concepts from each chapter, as well as provide supplemental information on each topic.**

Assessment and Measurement (...or How will I get my grade in this class?):

Please understand, I do not *give* you a grade, you *earn* a grade based upon your performance and participation. You are responsible for your own success! Your grade in this course will be based on the total number of points you earn out of 1,000. Throughout the semester, you can calculate your grade by dividing the number of points that you have earned by the total number of points available up to that point in time. Due dates for all assignments are listed in the course schedule.

Grading Breakdown:

(1) Quiz	1 @ 25 points =	25 points
(2) Exams	4 @ 75 points each =	300 points
(3) Unit Plan	1 @ 100 points each =	100 points
(4) Lesson Plans	3 @ 100 points =	300 points
(5) Lesson Presentation	1 @ 100 points =	100 points
(6) Field Experiences Log	1 @ 100 points =	100 points
(7) Professional Dispositions	1 @ 75 points =	75 points
Total Possible Points =		1,000 points

Points Needed	Percentage	Letter Grade	Definition of Letter Grades
900 - 1000	90-100%	A	A: Awarded to work that far exceeds minimum expectations, not only doing all that is required, but doing it with superior skill, creativity, and thoroughness.
800 - 899	80-89.4%	B	B: Awarded to work that is clearly above average, not only doing what is required, but doing it very well and demonstrating substantial competence.
700 - 799	70-79.4%	C	C: Awarded to work that is average; it meets the minimum requirements, but does not demonstrate a grasp of the material beyond the rudimentary.
600 - 699	60-69.4%	D	D: Awarded to work that is passing, but below average competency for college students. A significant amount of work is missing, or work shows little effort or thought and has many errors.
599 - 0	<=59.4%	F	F: Awarded to work that does not meet the minimum requirements of the course, and/or demonstrates a general lack of understanding or effort.

(1) Quiz on Syllabus & Making the Grade Handout:

Students are required to read over the syllabus in-depth so that they fully understand all of the policies, procedures, and assignments herein. Students are also required to read the handout *Making the Grade: Tips on How to Study More Effectively & Produce College-Level Course Work*. The quiz is worth 25 points. **There will be a time limit of 10 minutes to complete the quiz**, which means that in order to do well students must read the syllabus and handout **BEFORE** completing the quiz.

(2) Examinations:

There will be **4 examinations**. Each exam is worth 75 points. No exam will be comprehensive. Unless otherwise announced, all exams will be primarily objective (e.g., multiple choice) with the possibility of fill-in-the-blank or short essay questions. Exams will cover information presented in the PPTs and book chapters. **Each exam will test students on lecture (PPT) and book material.** Note that there is overlap between lecture and book material, but there will definitely be questions from book material that is not covered in lecture and vice versa.

There will be a total of 20 - 25 questions per exam. **There will be a time limit of 25 minutes per exam.** The time constraints are in place in order to ensure that students cannot simply find the answers in the PPTs or book while taking the exam. This means that in order to do well, **students must study the PPTs and book chapters thoroughly BEFORE each exam.** If you have a UNA accommodation for longer exam times, please contact the professor immediately.

Important Information about Online Testing in Angel:

- All students have the ability to backtrack to previous questions on exams. However, you must ensure that your computer is compatible with Angel. In order to ensure that your off-campus computer is compatible with Respondus Lockdown Browser, you must turn off Internet Explorer's Compatibility Mode. Directions for how to do this can be found at: <http://windows.microsoft.com/en-US/windows7/webpages-look-incorrect-in-Internet-Explorer>.
- Once you begin an exam: (1) you will only have **25 minutes** to complete it, so you should only begin your exam when you are able to finish it in the allotted amount of time; (2) you will be forced to complete the exam during that session, and therefore not allowed to return and finish it at a later time; and (3) questions will be randomly presented one at a time. This policy is in place to prevent students from taking the exam at the same time and asking each other for the answer to questions.
- If you are booted out of the system during an exam, the only way to re-enter the system is for you to email Dr. Paulk (apaulk@una.edu) and have her clear the exam attempt. Once that occurs, you may re-enter Angel and take the test again. **EACH STUDENT WILL ONLY BE ALLOWED ONE CLEARED ATTEMPT PER SEMESTER.** Therefore, it is strongly recommended that you take all exams at a location where the internet source is strong and secure. This policy is in place to prevent students from viewing the exam questions and then finding the answers to them after they have been "kicked off."
- A timer is provided for you while you are taking the exam. Pay close attention to how much time you have remaining before your time limit expires. Your test will be automatically submitted once this time limit expires and your score will be determined by those questions that you completed within the allotted time frame.
- If you experience a technical problem, you must contact the instructor immediately – delaying communication about a problem will result in less positive outcomes. Students who communicate about a technical problem for the first time only AFTER the exam has closed will not be allowed to make up the exam. This policy is in place to prevent students from cheating.
- **Exam Reviews:** Exams will be available for your review one day after exams have been completed by all students in the course (so you will have to login after the test is no longer available to students in order to review your exam). The exam review will be available to review for five days.

Exam Due Dates:

All exams have specific due dates which are listed in the course schedule. Students can take the exams at their own pace. That is, **students can complete exams BEFORE the due date/time. However, exams must be completed by the due date/time.**

Exam Make-Up Policy:

Students will be allowed to make-up missed exams *only with a university-approved excuse*. For a list of approved university excuses, please see the UNA Student Handbook: <http://www.una.edu/student-handbook/>. If you have a university approved excuse you must contact the instructor within **three days** of the missed exam. All exams *must* be made up within **five days** of the scheduled date. Failure to make-up exams within this specified time frame will result in the loss of any possible points associated with that assignment.

(3) Unit Plan & Lesson Plans

Students will be required to submit one unit plan and three individual lesson plans. The unit plan will be worth 100 points and each individual lesson plan will be worth 100 points. Sample unit and daily lesson plans, as well as blank templates, are posted on Angel. The rubric for grading is posted below. Due dates are listed in the course schedule.

Steps in the Process:

- (1) Select one of the FCS Career Clusters: (a) Education and Training; (b) Hospitality and Tourism; or (c) Human Services.
- (2) Select one of the career pathways within that career cluster.
- (3) Select one of the courses that is a requirement within that career pathway.
- (4) Select one of the units within that course.
- (5) Develop a unit plan that covers all required information within that unit across a one week period.
- (6) Develop three individual daily lesson plans from that unit.

The Unit Plan will require all of the following elements: (a) description of the educational situation; (b) justification for choice of concepts; (c) set of generalizations; (d) conceptual outline; (e) terminal objectives (TO); and (f) major learning experiences (LE).

Rubric for Grading Unit Plan:

Criteria	Level A (Outstanding)	Level B (Proficient)	Level C (Average)	Level D (Inadequate)
Description of the Educational Situation	Description of the educational situation was exemplary. It included all required details, as well as being original and thorough.	Description of the educational situation was proficient. It included all required details, as well as demonstrating substantial competence.	Description of the educational situation met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Description of the educational situation did not meet the minimum requirements. Demonstrates a lack of understanding or effort.
Justification for Choice of Concepts	Justification for choice of concepts was exemplary. It included all required details, as well as being original and thorough.	Justification for choice of concepts was proficient. It included all required details, as well as demonstrating substantial competence.	Justification for choice of concepts met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Justification for choice of concepts did not meet the minimum requirements. Demonstrates a lack of understanding or effort.
Set of Generalizations	Set of generalizations was exemplary. It included all required details, as well as being original and thorough.	Set of generalizations was proficient. It included all required details, as well as demonstrating substantial competence.	Set of generalizations met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Set of generalizations did not meet the minimum requirements. Demonstrates a lack of understanding or effort.
Conceptual Outline	Conceptual outline was exemplary. It included all required details, as well as being original and thorough.	Conceptual outline was proficient. It included all required details, as well as demonstrating substantial competence.	Conceptual outline met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Conceptual outline did not meet the minimum requirements. Demonstrates a lack of understanding or effort.
Terminal Objectives	Terminal objectives were exemplary. It included all required details, as well as being original and thorough.	Terminal objectives were proficient. It included all required details, as well as demonstrating substantial competence.	Terminal objectives met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Terminal objectives did not meet the minimum requirements. Demonstrates a lack of understanding or effort.
Major Learning Experiences	Major learning experiences were exemplary. It included all required details, as well as being original and thorough.	Major learning experiences were proficient. It included all required details, as well as demonstrating substantial competence.	Major learning experiences met the minimum requirements, but did not demonstrate competence beyond the rudimentary.	Major learning experiences did not meet the minimum requirements. Demonstrates a lack of understanding or effort.

Each daily lesson will require all of the following elements: (a) AL Course of Study Standards; (b) Lesson Objectives; (c) assessment; (d) Instruction/Review and Purpose; (e) Instruction/Pedagogy; (f) Guided and/or Independent Practice; (g) Closure; (h) Materials and Resources; and (i) Reflection

Rubric for Lesson Plans (UNA requirements and FCS/CTE/BIC requirements):

Criteria	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<u>UNA:</u> AL Course of Study Standards <u>BIC:</u> CTE Content Standards	Selects appropriate AL Course of Study standards that link to the lesson objectives.	Selects appropriate AL course of Study standards.	Selects limited appropriate AL Course of Study standards.
<u>UNA:</u> Lesson Objectives <u>BIC:</u> Primary Learning Objectives	Objectives include higher order thinking, are written in terms of observable and measurable student behavior, and appropriately fit age/ability level of students.	Objectives are written in terms of observable and measurable student behavior and appropriately fit age/ability level of students.	Objectives written in terms of unobservable and/or un-measurable student behavior and/or do not fit age/ability level of students.
<u>UNA:</u> Assessment <u>BIC:</u> Varied Assessment Strategies	Assessment strategies clearly match lesson objectives and are appropriate for diverse learners including gender and cultural sensitivity.	Assessment strategies match lesson objectives and include appropriate accommodations for diverse learners.	Assessment strategies do not match lesson objectives and include few or no accommodations for diverse learners.
<u>UNA:</u> Instruction/ Review and Purpose <u>BIC:</u> Background and Purpose	Includes a clear review of previously learned content, provides steps to secure students' attention, and states lesson's purpose and objective(s) related to students' lives.	Includes some reference to previously learned content and states purpose and objectives.	No review of previously learned content and no clear purpose of lesson.
<u>UNA:</u> Instruction/ Pedagogy <u>BIC:</u> Procedures/ Activities/Learning Experiences	Instruction is appropriate for diverse learners including gender and cultural sensitivity, with logical and step-by-step procedures, and provides evidence of knowledge of subject matter.	Instruction is appropriate for diverse learners, with logical step-by-step procedures and provides evidence of knowledge of subject matter.	Instructional procedures lack organization, evidence of knowledge of subject matter and/or appropriate accommodations.
<u>UNA:</u> Guided and/or Independent Practice <u>BIC:</u> Provision for Individual Differences	Provides appropriate differentiated guided and/or independent practice (based on teaching strategy) for all students.	Provides appropriate guided and/or independent practice (based on teaching strategy) for all students.	Adequate practice is not provided and/or is not appropriate for lesson objectives.
<u>UNA:</u> Closure <u>BIC:</u> Essential Questions	Includes details of a clearly summarized lesson related to lesson objectives.	Lesson is summarized.	Little evidence of any closure or summary of lesson.
<u>UNA:</u> Materials & Resources <u>BIC:</u> Materials & Equipment/Technology Resources	All materials and resources are clearly identified and are appropriate for all learners to meet lesson objectives.	Most materials and resources are clearly identified and are appropriate for all learners.	Materials and resources are not clearly identified and/or not appropriate for all learners.
<u>UNA:</u> Reflection <u>BIC:</u> Evaluations/ Notations on Lesson Enhancement	Candidate analyzes lesson in a critical fashion and provides constructive criticism including strengths and weaknesses of lesson, as well as alternative ways of teaching the lesson in the future.	Candidate analyzes lesson and provides some constructive criticism.	Reflection is not included or is not a detailed analysis.

(4) Lesson Presentation:

Students will incorporate technology to create a presentation that teaches one of the lessons presented in a daily lesson plan. Your third and final lesson plan will accompany (and guide) this assignment. A sample lesson presentation template is posted on Angel. The presentation must use Microsoft PowerPoint and must address each of the following criteria: (1) Lesson Objectives; (2) Instruction/Learning Experiences; and (3) Essential Questions/Closure. The presentation will be worth 100 points.

Rubric for Grading Lesson Presentation:

Criteria	Level A (Outstanding)	Level B (Proficient)	Level C (Average)	Level D (Inadequate)
Lesson Objectives	Educational objectives are clear and measurable. These goals accommodate all learning styles and abilities.	There are clear measurable learning objectives. These goals accommodate most learning styles and abilities.	Educational goals are present but may not be appropriate or measurable.	There are no clearly stated learning goals.
Instruction/ Learning Experiences	The lesson is extremely well organized. Instruction is logical, includes step-by-step procedures, and provides exemplary evidence of knowledge of subject matter.	The lesson is well organized. Instruction is logical and provides proficient evidence of knowledge of subject matter.	The lesson is demonstrates some basic organization. Instruction is not always logical and provides limited evidence of knowledge of subject matter.	Instructional procedures lack organization and/or evidence of knowledge of subject matter.
Essential Questions/ Closure	Includes thoughtful essential questions and details of a clearly summarized lesson related to lesson objectives.	Includes basic essential questions and summarizes main points of the lesson.	Lesson is summarized.	Little evidence of any closure or summary of lesson.

(5) Field Experiences:

Fifteen hours of field experiences in a school setting are required, which must be completed in three hour blocks of time. Successful completion of field experiences hours will be worth 100 points. Field experiences must be documented classroom observation and participation in which the students apply skills and practices required for careers in culinary arts, hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teacher older adult services, and/or consumer sciences. It is a requirement that students document their field experiences using the provided Field Experiences Log. This Log will be turned into the Clinical Experiences Office at the end of the term for your official record. The instructor will also keep a copy. **Inaccurate reporting of the log will result in receiving a grade of zero on the course assignment and you will be reported for academic dishonesty.**

Students choose their own placement; however, all students must complete at least three hours in each of the clusters: Education and Training (3 hours); Hospitality and Tourism (3 hours); and Human Services (3 hours). The remaining 6 hours may be spent at a placement of the students' choice. This policy is designed to ensure that students experience the diversity of courses offered in Family and Consumer Science programs. Below is a list of all FCS programs in Lauderdale and Colbert Counties, along with the teacher name, email address, courses they teach and which clusters those courses fulfill.

Steps in the Process:

- (1) Contact the teacher via email at least one week in advance and request to observe their classroom. Let them know it is for a UNA course requirement and that you would like to observe *and* participate in their classroom. Let them know you must visit in three hour blocks and request a schedule.
- (2) Once the teacher has approved your observation, set up a date/time for your visit.
- (3) When you arrive at the school, you will sign in at the office and be escorted to the classroom.
- (4) Try to only enter the classroom between class periods. However, if you enter during a class period, do your best to minimize distractions and wait to talk to the teacher until s/he recognizes you.
- (5) Ask the teacher how you can assist them best. It may be that s/he prefers you just observe on that visit. That's okay. But whenever possible, offer your help and get as involved in the lesson and with the students as possible.
- (6) Before you leave the classroom, complete the information on your Field Experiences Log for that visit (e.g., time in, out, etc) and have the teacher sign your Field Experiences Log to authentic the time spent in the classroom. Before you leave the school, sign out of the office.

FCS Programs in Lauderdale & Colbert Counties:

School Name	Teacher Name	Teacher Email	Content Areas Taught (from website):	Clusters:
Florence High School	Marsha Carter	mmcarter@florencek12.org	Culinary; Travel & Tourism	Hospitality & Tourism
Florence Middle School	Jill Brooks	jbrooks@florencek12.org	Home Arts; Teen Connections	Education & Training; Hospitality & Tourism; Human Services
Brooks High School	Diane Nichols	Diane.Nichols@lcschools.org	Child Development; Creative Foods; Fashion Decisions; Food & Fitness; Housing Decisions; Interior Design; Life Connections; Parenting	Education & Training; Hospitality & Tourism; Human Services
Central High School	Tammie Dial	Tammie.Dial@lcschools.org	Food and Fitness; Parenting	Hospitality & Tourism; Human Services
Lauderdale County High School	Denise Ells	Denise.Ells@lcschools.org	Creative Foods; Family Dynamics; Fashion Design; Food and Fitness; Housing Decisions; Interior Design; Life Connections; Parenting	Education & Training; Hospitality & Tourism; Human Services
Lexington High School	Millicent Elliott	Millicent.Elliott@lcschools.org	Food and Fitness; Fashion Design; Life Connection	Education & Training; Hospitality & Tourism; Human Services
Rogers High School	Connie Morrow	Connie.Morrow@lcschools.org	Human Environmental Science	Education & Training; Hospitality & Tourism; Human Services
Wilson High School	Susanne Brink	Susanne.Brink@lcschools.org	Child Development; Creative Foods; Fashion Design; Food and Fitness; Parenting	Education & Training; Hospitality & Tourism; Human Services
Colbert County High School	Sheila Holland	sholland@colbert.k12.al.us	Foods & Nutrition; Parenting; Teen Living; Family & Consumer Sciences	Education & Training; Hospitality & Tourism; Human Services
Muscle Shoals High School	Susan Sherrill	ssherrill@mscs.k12.al.us	Life Connections; Family & Consumer Sciences	Education & Training; Human Services

(6) Professional Dispositions

Professional dispositions will be assessed once at the end of the term and will be worth 75 points. The complete UNA rubric for assessment of professional dispositions is posted on Livetext. Below is a basic listing of each professional disposition along with an explanation of exemplary in each category.

IMPORTANT NOTE: There is nothing for students to turn in regarding professional dispositions. Grades will be based on the instructor's observations of the student throughout the semester.

UNA PROFESSIONAL DISPOSITIONS**1. The candidate demonstrates commitment to professionalism.**

- **Exemplary:** Punctual, regularly attends classes and proper notification is given if otherwise, maintains positive attitude during and outside of class, dresses appropriately and exhibits excellent hygiene during visits to schools and for class. Consistently demonstrates nonverbal behavior that enhances learning environments. Exhibits professional behavior in all social network postings and other public communications.

2. The candidate demonstrates commitment to ethical standards.

- **Exemplary:** Honest and trustworthy in communications and interactions with others, consistently cites the work of others in written work, acts in the best interest of others, respects the privacy of others, maintains appropriate interpersonal boundaries, respects the autonomy and rights of others, acts only within areas of professional competency.

3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.

- **Exemplary:** Consistently reflects on professional interactions and classroom performance in an ongoing process of self-assessment and improvement, receptive to feedback from others, open to change, seeks opportunity to change for the better, often goes beyond required assignments.

4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.

- **Exemplary:** Actively seeks out and reads professional literature, seeks opportunities to conduct research, willingly shares research findings, seeks opportunities to participate in professional development activities, initiates ideas for personal learning, seeks information about best practices in field and shares them with others, establishes a system for assessing student outcomes and modifying instruction based on outcomes.

5. The candidate demonstrates a commitment to using current technology for instruction and learning.

- **Exemplary:** Consistently uses the latest technology related to subject area, consistently uses technology to engage learners, and seeks new ways to use technology for instructional purposes.

6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.

- **Exemplary:** Tolerant and appreciative of the ideas, views and culture of others, respectful of and responsive to individual differences, encourages the sharing of differences, provides challenging/exciting/equitable learning opportunities for all learners, considers backgrounds/interests/attitudes of all students when planning instructional activities, adjusts lessons based upon the backgrounds of students, demonstrates the expectation that all students can learn at their potential, incorporates standards and outcomes in planning/implementing activities.

7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.

- **Exemplary:** Relates well to peers/faculty/staff and other professionals, willing to share information and ideas with others, seeks opportunities to collaborate with others, works well with others to develop opportunities for peer and student learning, acts as a consultant with other individuals/systems related to students.

(7) Extra Credit Opportunities:

Reflection Paper: Five extra credit points will be awarded for all students who turn in a 1 – 2 page (double-spaced) reflection paper on what you have learned in the class. What have you learned this term? How might you apply the information to your life and/or career? Did one particular topic strike a chord with you?

Other extra credit opportunities may be announced as they become available.

Learner Engagement (...or What's expected of me in this class?):

Success Strategies for Online Learners:

- **Do not behave in an entitled manner.** Entitlement is defined as “a self-centered disposition characterized by a general disregard for traditional faculty relationship boundaries and authority”, or it can be described more functionally: “a sense that students deserve what they want because they want it and want it now.” Do not act in an entitled manner. For example, it is entitled behavior to ask for special considerations, such as turning in late work without penalty. Also, telling the instructor, “I really need an A” or “I really need to pass this class” sounds as if the student expects the instructor to assign them that grade simply based on their ‘need.’ Do the work to *earn* the grade you require. The course requirements and policies are intended for all students, which includes you.
- **Be self-motivated and self-disciplined.** With the freedom and flexibility of the online environment comes responsibility and commitment. Remember - when most people are through with work and want to relax is most likely when you will be bearing down on your course work, which takes serious discipline indeed. The successful learner will view online courses as a convenient way to receive their education, not an easier way.
- **Get a calendar or planner and use it daily.** Being organized is half of the battle. If you do not already have a calendar or planner –buy one immediately and start using it daily. Note due dates in your calendar or planner (e.g., exam/assignment due dates). You may also want to note when big assignments are coming up so they don't sneak up on you (e.g., 3 days until test).

- **Log on to your course every single day.**....or a minimum of 3-5 days a week. If you let too many days go by without logging on to your course, you may get behind and find it very difficult to catch up.
- **Be willing and able to commit to 5 to 10 hours per week per course.** Online is not easier than the traditional educational process. In fact, many learners say it requires much more time and commitment. If you cannot set aside time to read, study, and complete assignments, you will not successfully complete the course.
- **Establish a Regular Study/Learning Schedule.** Determine what time is best for you to study. Is it after dinner on Wednesdays when your partner is at bowling? Is it Saturday mornings when the kids are at soccer? If possible, have a dedicated study place with all the supplies you might need (computer, textbook, etc.). Pace yourself. Don't over extend yourself. There's a reason it takes several years to graduate from college. You're in this to learn, not just to get a degree, so make sure you're learning, not just racing through the materials.
- **Be polite and respectful.** Being polite and respectful is not only common sense, it is absolutely necessary for a productive and supportive online environment. All communication is expected to be professional in nature. Inappropriate language or unprofessional comments will not be tolerated.
- **Have access to a computer and high-speed internet.** The communication medium for the course is a computer with access to reliable, high-speed internet. The learner must have access to the necessary equipment in order to successfully participate in the course.
- **Ask Questions.** If you don't understand something, ASK. It's been said a zillion times, but it is worth repeating: the only dumb question is the one you don't ask.

Student Interaction Responsibilities:

Students are expected to read all class materials, participate as much as possible, and check their UNA email and Angel account on a regular basis. Assignments are expected to be professional in appearance and to be turned in on time. Students are responsible for contacting the instructor if they have questions or concerns. Communication will allow for opportunities to strategize and make a difficult situation less stressful. Failure to communicate in a timely manner may result in less positive outcomes. All communication is expected to be professional in nature. Inappropriate language or unprofessional comments will not be tolerated.

Instructor Responsiveness and Availability:

I pride myself in being extremely prompt in my responses to student emails, Discussion Board posts, etc. I typically respond to students within a few hours of their communication to me, and it rarely takes me more than 24 hours to respond. I will also do my best to post exam grades within 24 hours of the examination. However, it may take several days to post grades for student assignments and papers.

Learner Support and Technical Difficulties:

In addition to the tutorials posted on Angel, students can also get more information about navigating Angel by contacting the UNA Office of Distance Learning at (256) 765-4987 or emailing angelsupport@una.edu. If you are having trouble accessing the course, email Dr. Paulk immediately. It is your responsibility to let the instructor know well in advance of assignment due dates if you are having any technical difficulties. Failure to access course content in a timely manner (and we can track this online) is not a valid excuse for missing assignments or asking for extensions.

Course Policies (...or What are the rules in this class?):

Late Assignments:

Failure to turn in an assignment on time will result in points being deducted from your score. For *each* day past the original due date (including weekends), 25% will be deducted. Be sure to upload your assignments during normal business hours (i.e., in case you need to use another computer/internet connection). Having internet/computer trouble is not a valid excuse for turning in work past the due date! Note: The late assignment policy does NOT apply to exams. As previously stated, students are only allowed to make up exams with a university-approved excuse.

Plagiarism:

Assignments that contain plagiarism (i.e., **more than 5 consecutive words** that the instructor finds were taken from another source without proper attribution) will receive a failing grade. Students who plagiarize will be referred to the appropriate administrative authorities who address issues of Academic Honesty.

Academic Honesty:

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty, and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy. Incidents of possible student academic dishonesty will be addressed in accordance with university guidelines, which are detailed at the following link: <http://www.una.edu/student-conduct/policies-and-procedures/academic-honesty.html>

Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact Disability Support Services, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible to develop an accommodation plan. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact Disability Support Services (256-765-4214).

Incompletes:

The instructor is under no obligation to grant an incomplete. It is the responsibility of the student to request an incomplete and one may be given if:

- The student at the time of his/her request has a passing grade.
- The student can demonstrate extreme hardship (e.g., long hospitalization, etc.)
- The request for the incomplete is made at least two weeks prior to the beginning of finals week.

It is the responsibility of any student receiving an incomplete to plan a timetable with the instructor for the completion of the work no later than the first week of the semester in which the work is being completed.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –
“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares *“Knowledgeable Practicing Professionals”* who:

- Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students.

Course Schedule (...or When are things due in this class?)*:

Module	Dates	Topic	Required Readings
MODULE 1 and MODULE 2			
Module 1 & Module 2	6/03 – 6/06	Introduction to the Course/Syllabus Ch. 1 – You as an Educator Ch. 2 – The Learners We Teach Ch. 3 – Curriculum Development and Concept Organization Ch. 4 – Objectives and Competencies Ch. 5 – Designing Learning Experiences	Chamberlain – Ch. 1 Chamberlain – Ch. 2 Chamberlain – Ch. 3 Chamberlain – Ch. 4 Chamberlain – Ch. 5
DUE DATE	6/06	<u>DUE BY TODAY by 10:00pm CST:</u> <ul style="list-style-type: none"> • Quiz – On the Syllabus and the <i>Making the Grade</i> handout • Exam 1– Covers Chapters 1 – 5 (PPTs & Textbook) • Field Experiences Log 	
MODULE 3			
Module 3	6/09 – 6/13	Ch. 6 – Teaching Plans Ch. 7 – Assessment Ch. 8 – Core Teaching Skills Ch. 10 – Visual Media Ch. 12 – Demonstrations	Chamberlain – Ch. 6 Chamberlain – Ch. 7 Chamberlain – Ch. 8 Chamberlain – Ch. 10 Chamberlain – Ch. 12
DUE DATE	6/13	<u>DUE BY TODAY by 10:00pm CST:</u> <ul style="list-style-type: none"> • Exam 2– Covers Chapters 6, 7, 8, 10, & 12 (PPTs & Textbook) • Unit Plan • 2 Daily Lesson Plans 	
MODULE 4			
Module 4	6/16 – 6/20	Ch. 13 – Experiential Learning Ch. 15 – Learning with Technology Ch. 16 – Engaging Learners in Thinking Ch. 17 – Integrating Basic Skills into Your Curriculum Ch. 18 – Motivation, Discipline, and Student Responsibility	Chamberlain – Ch. 13 Chamberlain – Ch. 15 Chamberlain – Ch. 16 Chamberlain – Ch. 17 Chamberlain – Ch. 18
DUE DATE	6/20	<u>DUE BY TODAY by 10:00pm CST:</u> <ul style="list-style-type: none"> • Exam 3– Covers Chapters 13, 15, 16, 17, & 18 (PPTs & Textbook) • 1 Daily Lesson Plan • Lesson Presentation 	
MODULE 5			
Module 5	6/23 – 6/27	Ch. 19 – Diversity, Equity, and Special Needs Learning Ch. 20 – Working with Adolescents at Risk Ch. 21 – Managing Educational Resources Ch. 22 – Managing Youth Organizations Ch. 26 – Growing as a Professional	Chamberlain – Ch. 19 Chamberlain – Ch. 20 Chamberlain – Ch. 21 Chamberlain – Ch. 22 Chamberlain – Ch. 26
DUE DATE	6/27	<u>DUE BY TODAY by 10:00pm CST:</u> <ul style="list-style-type: none"> • Exam 4– Covers Chapters 19, 20, 21, 22, & 26 (PPTs & Textbook) 	

****NOTE:** Due to time constraints, we will not cover the following chapters from the textbook: Ch. 9, 11, 14, 23, 24, & 25

*** Institutional term dates (e.g., withdrawal dates, study day, etc.) can be found at:**

<http://www.una.edu/admissions/academic-calendar.html>