School of Human Sciences
HMS 372.550 Administration of Practicum and Programs for Work-based Learning in Family and Consumer Sciences
Spring 2016

Instructor: Nancy Shepherd, Ph.D., CFCS
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Other Contact Information: 936-468-4502

Course Time & Location: Web-based
Office Hours: TR 9:30 –11am, W 1:30-2:30 pm, F 9-10 am online or by appointment
Credits: 3 hours
Email: shepherdn@sfasu.edu

Prerequisites: None

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. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Intended Learning Outcomes/Goals/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

Program Learning Outcomes:

Learning Outcome #5 Assessment # 2:

Family and Consumer Sciences students will develop an Individual Professional Development Plan.
Student Learning Outcomes:

1. Investigate skills and concepts critical for success in the workplace.
2. Develop skills for teaching a practicum in Family and Consumer Sciences
3. Describe Family and Consumer Sciences work-based programs available in Texas secondary schools.
4. Analyze facilities for work-based programs
5. Investigate resources, including the advisory council, for teaching work-based programs.
6. Plan ways to interpret work-based programs.
7. 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 interrelatedness 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.
Texas Essential Knowledge and Skills
Chapter §130.145. Practicum in Education and Training (Two to Three Credits).
(a) General requirements. This course is recommended for students in Grade 12. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training.
(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.
   (1) The student explores the teaching and training profession. The student is expected to:
      (A) assess personal characteristics needed to work in the teaching and training profession;
      (B) compare schools based on qualities of effectiveness;
      (C) formulate a personal philosophy of education; and
      (D) create a personal career plan in preparation for a career in the field of education or training.
   (2) The student understands the learner and learning process. The student is expected to:
      (A) apply principles and theories of human development appropriate to specific teaching or training situations;
      (B) apply principles and theories about the learning process to specific teaching or training situations;
      (C) analyze personal behaviors and skills that facilitate the learning process; and
      (D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions.
   (3) The student communicates effectively. The student is expected to:
      (A) assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills;
      (B) communicate effectively in situations with educators and parents or guardians;
      (C) evaluate the role of classroom communications in promoting student literacy and learning; and
      (D) integrate effective communication skills in teaching or training.
   (4) The student plans and uses effective instruction. The student is expected to:
      (A) apply principles and theories that impact instructional planning;
      (B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS);
      (C) assess personal planning to meet instructional goals;
      (D) analyze concepts for developing effective instructional strategies;
      (E) analyze instructional strategies for effectiveness; and
(F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies.

(5) The student creates and maintains an effective learning environment. The student is expected to:
   (A) create and maintain safe and effective learning environments;
   (B) integrate teacher or trainer characteristics that promote an effective learning environment;
   (C) apply classroom management techniques that promote an effective learning environment; and
   (D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.

(6) The student assesses instruction and learning. The student is expected to:
   (A) develop and apply assessments to foster student learning; and
   (B) use assessment strategies to promote personal growth and teaching or training improvement.

(7) The student understands the relationship between school and society. The student is expected to:
   (A) support learning through advocacy;
   (B) select school and community resources for professional growth; and
   (C) design activities to build support of family members, community members, and business and industry to promote learning.

(8) The student develops technology skills. The student is expected to:
   (A) recommend technology applications appropriate for specific subject matter and student needs; and
   (B) integrate the skillful use of technology as a tool for instruction, evaluation, and management.

(9) The student continues development as a teaching or training professional. The student is expected to:
   (A) identify strategies and resources for the professional development of educators or trainers;
   (B) demonstrate teacher or trainer characteristics that promote ongoing professional development;
   (C) use research and assessment to improve teaching or training; and
   (D) develop a professional growth plan.

(10) The student participates in field-based experiences in education or training. The student is expected to:
    (A) apply instructional strategies and concepts within a local educational or training facility; and
    (B) document, assess, and reflect on instructional experiences.

(11) The student documents technical knowledge and skills. The student is expected to:
    (A) update a professional portfolio to include:
        (i) attainment of technical skill competencies;
        (ii) licensures or certifications;
        (iii) recognitions, awards, and scholarships;
(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
(v) abstract of key points of the practicum;
(vi) résumé;
(vii) samples of work; and
(viii) evaluation from the practicum supervisor; and
(B) 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

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

This is a web-based course; all assignment and discussion descriptions are posted under the Dropbox or Discussion icon on the homage toolbar. The assignments and due dates are posted on the Course Calendar.

Module One: Development of Family and Consumer Sciences
Module Two: Management of Family and Consumer Sciences
Module Three: Classroom management
Module Four: Workplace Ethics
Module Five: Advisory Council
Module Six: Workplace Safety
Module Seven: End of the Year Activities
Module Eight: Career and Technical Student Organizations (CTSO’s)

IV. Evaluation and Assessments (Grading):

Assignments (see assignment tool for a more detailed description and scoring rubrics) Maximum Pts.
Discussion Formal (3 @ 25 pts. each) 75
Instructional Strategies Program Development 50
*Needs Assessment
*List of potential businesses/addresses to be used for practicum
Reflections on Beyond the Blackboard (3 @ 25 pts each) 75
Individual Development Plan (submitted in Livetext) 100
Quiz (2 @ 25 points each) 50

300 total
A = 300 - 270
B = 269 - 240
C = 239 - 210
D = 209 - 180
F = below 179

ASSIGNMENTS ARE DUE ON THE DATE ASSIGNED. NO ASSIGNMENT WILL BE ACCEPTED IF TURNED IN AFTER THE DUE DATE. Grades will be posted and viewed through the Grades section. You are responsible for checking on your grades. You will be sent an email when the grades are posted.

Performance Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, student must go above and beyond basic requirements of the assignment.

A (Excellent) Student's work is of exceptional quality, and the solutions show depth of understanding of the project requirements. Project is fully developed and presented well both orally and graphically. The full potential of the problem has been realized and demonstrated. An "A" indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the project. Hard work does not always yield this. Several "all-nighters" does not always yield this.

B (Good) Student's work shows above average understanding and clear potential. All project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this.

C (Fair) Student's work meets minimum objectives of course and solves major project requirements. Work shows normal understanding and effort. Quality of project, as well as the development of knowledge and skills is average. A "C" means you have done everything that was expected; you came to class, worked very hard, and generated a response to the problem that was average, acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.

D (Poor) Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance as well as development and skills are below average.

F (Failure) Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. Merely completing a project does not mean it earns at least a passing grade.
You are expected to notify the instructor immediately should you have circumstances which prevent you from turning in an assignment. Doctor's excuses will be expected. All work which is excused MUST be turned in within 3 days of notification to instructor or a 0 will be recorded.

Grades will be posted for assignments. Should an error occur or a grade not be recorded for work turned in there will be a three day period for corrections to occur. After that time, no corrections will be addressed. Check grades often to insure appropriate posting for work.
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Assignments</th>
<th>DUE DATES/8:00 am</th>
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<tbody>
<tr>
<td>Jan. 19-22</td>
<td>Student Introductions Begin reading <em>Beyond the Blackboard</em> book</td>
<td>Introductions posted by Jan. 24th</td>
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<tr>
<td>WEEK 1</td>
<td><strong>Getting Started</strong> Modules 1- Development of Family and Consumer Sciences</td>
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<td><strong>MODULE 1</strong> Development of Family and Consumer Sciences</td>
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<tr>
<td>Jan. 25-29</td>
<td>Module readings Continue reading Blackboard book</td>
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<tr>
<td>WEEK 2</td>
<td><strong>MODULE 1</strong> Development of Family and Consumer Sciences</td>
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<td></td>
<td>Module readings Continue reading Blackboard book</td>
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<tr>
<td>Feb. 1-5</td>
<td>Module readings Begin Needs Assessment Post in Discussion 1</td>
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<tr>
<td>WEEK 3</td>
<td><strong>MODULE 2</strong> Management of Family and Consumer Sciences</td>
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<tr>
<td>Feb. 8-12</td>
<td>Module readings Continue with Blackboard book</td>
<td>Management of FCS - Formal Group Discussion 1 Posted by 8:00 am. February 14th</td>
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<tr>
<td>WEEK 4</td>
<td><strong>MODULE 2</strong> Management of Family and Consumer Sciences</td>
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<td></td>
<td>Module readings Continue with Blackboard book</td>
<td>Management of FCS - Formal Group Discussion 1 Posted by 8:00 am. February 14th</td>
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<td>WEEK 5</td>
<td><strong>MODULE 3</strong> Classroom Management</td>
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<tr>
<td>Feb. 22-26</td>
<td>Module readings Continue reading Blackboard book</td>
<td>Quiz 1</td>
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<td>WEEK 6</td>
<td><strong>MODULE 3</strong> Classroom Management</td>
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<tr>
<td>Feb. 29-March 4</td>
<td>Module readings Continue reading Blackboard book</td>
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<td>WEEK 7</td>
<td><strong>MODULE 4</strong> Workplace Ethics</td>
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<tr>
<td>March 7-11</td>
<td>Complete reading Blackboard book</td>
<td>Formal Group Discussion 2- Workplace Ethics - Due March 13</td>
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<td>WEEK 8</td>
<td><strong>MODULE 4</strong> Workplace Ethics</td>
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<tr>
<td>SPRING BREAK</td>
<td>Reflection #1 Due by 8 am, March 24</td>
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<tr>
<td>March 21-25</td>
<td>Module 5- Advisory Council Readings Complete reflection #1</td>
<td>Reflection #1 Due by 8 am, March 24</td>
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<td>Easter Holiday begins March 24</td>
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<tr>
<td>WEEK 9</td>
<td><strong>MODULE 5</strong> Advisory Council</td>
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<td>Week</td>
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<td>10</td>
<td>Module 6 - Workplace Safety</td>
<td>Module 6 readings</td>
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<td>11</td>
<td>Module 6 - Workplace Safety</td>
<td>Module 7 - End of Year Activities Module Readings Complete Reflection #2 Continue Professional Dev. Plan</td>
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<td>12</td>
<td>Module 7 - End of Year Activities</td>
<td>Module 8 - Career and Technical Student Organizations (CTSO) Continue Professional Dev. Plan</td>
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<td>13</td>
<td>Module 8</td>
<td>Module 9 - Complete Professional Development Plans Module Readings</td>
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<tr>
<td>14</td>
<td>Module 9</td>
<td>Module 9 - Professional Development Plans</td>
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<tr>
<td>15</td>
<td>Module 9</td>
<td>Finals and Graduation</td>
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**This schedule is tentative and subject to change. Changes will be announced in class either in a News post or email or both. It is the responsibility of each student to check for updates daily.**
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

Look for copies on Amazon:
http://www.amazon.com/Beyond-Blackboard-Lessons-Love-School/dp/0615473091/ref=sr_1_fkmr0_2?ie=UTF8&qid=1451960234&sr=8-2-fkmr0&keywords=Beyond+the+classroom+by+Stacey+Bess

or http://staceybess.com/books.php for around $20

The following textbooks are developed by The Curriculum Center for Family and Consumer Sciences and are available through online at the following website: http://www.cte.sfasu.edu

To locate the Practicum Coordination Handbook for Family and Consumer Sciences, go to the Human Services dropdown, scroll down the Practicum course and a side bar will expand with access to the handbook. I recommend you download and print a copy and begin reading.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
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 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! Bonus points will be given for completing the end of course evaluation.

In the 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:

**Attendance:** This course is delivered online; all assignments must be submitted through the online course. Assignments must be submitted in programs compatible with D2L (Microsoft Word format). You will be notified when grades are posted; if an error occurs in posting your grade you will have one week to notify the instructor. It is your responsibility to keep up with your grades.

Should illness or other circumstances occur which prevents assignments from being submitted on time, a doctor’s excuse should be presented. Three days will be allowed for missed work to be submitted. Make-up work is not accepted after that time. No late assignments will be accepted. 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.

**Class participation:** Class participation is extremely important. You must log in on a regular basis and complete the activities prior to the due dates. Do Not wait until the deadline to submit an assignment. Clocks are different, therefore waiting until the last minute to submit assignments may result in your assignment showing up as MISSED and will result in a zero for the assignment. Once a module is closed it will not be re-opened at a later date. There are three formal discussions throughout the class totaling 75 points. Out of respect for your fellow classmates, do not wait until the last minute to respond to formal discussion questions; points will be deducted for delayed responses (see rubric for discussion).
Class correspondence: It is your responsibility to check your emails on a regular basis. If changes in due dates, assignments, or grading scale occur, you will be notified through D2L emails. If you have questions regarding an assignment, please email the instructor in a timely fashion. Do not wait until two days before (or after) the due date to ask questions. Email sent on Friday evenings may not be answered until the following Monday. It is your responsibility to make sure questions arrive in a timely manner.

The use of appropriate netiquette (online etiquette) is an expectation of all students. Slang, texting language or other informal communications are not deemed acceptable in business or education. Practicing professional communications in all situations will prepare you for success in the workplace. When sending communications to an instructor or fellow student address them appropriately, such as Dear Dr. Shepherd or Hello Mr. Jones. Never address someone informally such as "Hey Sue", or "Dude", this is insulting and unprofessional. Always insert a subject in the subject box- otherwise I would assume it is not important. Assume the reader does not know who you are or why you are sending them an email. Explain your purpose and who you are. See example below:

Dear Dr. Shepherd,

I am Brittany Smith (who) and I am in your HMS 000.002 class this semester (where). I am writing you with a question (reason for email) about assignment 2, located in the dropbox....... My question is...... (why) I would appreciate hearing back from you. The best way to reach me is..... (how)

Sincerely,

Brittany Smith

Students should check the homepage on a daily basis for notices, mail, and assignments. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

Having problems with the computer or failing to view the assignment and the due date are unacceptable reasons for failing to complete an assignment on time. Do not request to turn in an assignment late for any of these reasons. Late assignments will never be accepted.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as
possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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 (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

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. 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; the completed information form is due ___________________________. 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.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText – Alliance students are NOT required to purchase Livetext.

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Other Relevant Course Information:

Academic Advising Center - this center serves as the principal advising center for students who have not declared an academic major. Full-time advisors are available
to assist students with course selection and with materials to help them explore career options. The center also has information and literature on all academic majors offered at SFA. Students who have earned fewer than 45 semester hours, as well as first-semester transfer students who have not yet declared a major, will be advised in the Academic Advising Center. The center also functions as the administrator of the Texas Success Initiative (TSI), formerly TASP. Students who have questions and concerns about TSI should consult with the center's staff. The Academic Center is located in the Steen library, 2nd floor; phone: 464.5803; email: advising@sfasu.edu, website: www.sfasu.edu

**Academic Assistance & Resource Center (AARC)** - The AARC offers free services for students who want to improve their chances of academic success by providing peer tutoring and supplemental instruction in most of the lower division, core curriculum and high-risk courses. Assistance is offered through one-on-one tutoring and small study groups, as well as through a supplementary leader who has previously taken the course and made an "A". The AARC also provides tutorial assistance for the THEA test preparation and offers assistance service to aid students with disabilities in accessing library resources and materials. AARC in locate on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call 468.4108 or visit the web page at http://libweb.sfasu.edu/aarc. Students may register for a tutorial appointment online.

**International Student Support Services** - The Office of International Studies and Programs and the Multicultural Center provide international student support services. Services include an SFA orientation, cultural adjustment, assistance with visa issues, banking assistance, social opportunities, resources for assistance, and initial transportation from regional airports to Nacogdoches upon arrival in Texas. In addition, the American English Language Institute is a safety net for students who encounter difficulties with the use of the English language. Also available is a 12-month residence hall, open year-around, which allows uninterrupted living for any student who might be unable to return home during holidays or vacation periods or semester breaks. Call 936.468.6631 for more information.

**Counseling and Career Services** - this service assists students to develop positive self-image, discover career goals, develop a sense of self-direction and prepare for a career in their chosen field. Orientation is provided for transfer students, new freshman and their parents in the
summer prior to enrollment. An orientation session for those not attending Summer Orientation is held each semester prior to registration.

Counseling Services is confidential assistance by Licensed Professional Counselors to help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits, and test anxiety. Other services provided by this office are alcohol services, testing services, career services, and student employment services. For more information call 936.468.3305 or visit them on the 3rd floor of the Rusk Building.

**Student Government Association** - this body serves as the representative voice of the student body to the faculty and administration. Concerns and issues important to the students can be made known through legislation passed by the SGA. For more information call 936.468.3500.

Student Organizations - getting the most out of one's experience at SFA means getting involved. There are more than 200 student organizations on campus that play a vital role in making campus life more enjoyable and educational. Students can form new organizations if the cannot find a current group that meets their needs. Information about current registered student organizations and help for organization leaders is available through Student Organization Services in the Office of Student Affairs. Information is also available on the Student Affairs website (www.osa.sfasu.edu).

**Student Health Services** - provide primary health care to the university students. Currently enrolled students are eligible for most clinic services without additional costs, including consultation, diagnosis and treatment provided by the clinic staff. In addition, some optional services are provided at low cost. There are no facilities on campus for X-rays, overnight stays, dental, optometric, or pharmacy services. These may be obtained locally. The clinic hours are 8:00 am - 5:00 pm, Monday through Friday. Appointments can be made by calling 936.468.4008. Walk-in patients are accepted.

**Library Hours**
Steen Library 936.468.4636
Mon - Thurs 7:00 am - 1:00 am
Friday 7:00 am - 6:00 pm
Saturday 10:00 am - 8:00 pm
Sunday Noon - 1:00 am
*Hours vary during University holidays
Library web address: [http://libweb.sfasu.edu](http://libweb.sfasu.edu)
Computer Labs
The Ralph Steen Library provides general student academic computing support, manages a major student computing laboratory and provides electronic access to informational resources both within the and external to the library collections. Students can also use the computers in the Multicultural Center located in the Student Center 936.468.1073. In addition, there is a small computer lab in HMS available for student use. Please bring your own paper.

General Expectations of Students
A student enrolling in the university assume an obligation to conduct himself/herself in a manner with the university’s function as an educational institution. Misconduct for which students and student organizations are subject to discipline falls into several categories that are described in detail in the online Student Handbook at www.osa.sfasu.edu/handbook/index.html. Two acts which are strictly prohibited and result in specific disciplinary action are hazing and illegal drugs.