

Texas State University
Part-Time Faculty Excellence in Teaching Award
Nomination Form

Name Illysa Foster Net ID irf6

Department Family and Consumer Science College Applied Arts

Current TXST teaching appointment FTE% 50%

Number of long semesters of TXST teaching at 50% or more FTE 1.5

Brief statement (100 – 150 words) of why the nominee is deserving of this award:

Illysa Foster has improved professional standards of cultural competency and applied ethics for graduates of the program Family and Child Development through course design and instruction. In her internship class, Ms. Foster added significant professional standards to the course design and instruction, including topics on professional communication, ethics and building referral networks. In Family Diversity, Illysa challenged her students to build professional skills necessary for working with diverse family structures, including cultural competency. Ms. Foster provides hands-on opportunities for students to develop themselves professionally.

Answers to prompts

I. What are your personal strengths as a teacher?

I engage my students in the process of learning through meaningful written assignments, group activities and applied projects. In the classroom, my students frequently collaborate to address applications of theory. In my online course, students interact in forums to analyze issues of professional development.

Projects take students into their communities for interviews, research, and networking. Student-directed projects increase intrinsic motivation and heighten interest in their work, promoting deeper integration of course material.

Opportunities for mastery encourage students to learn from feedback and reward

effective efforts to expand knowledge. For writing assignments, I often provide feedback that can then be utilized to rewrite a paper or build upon an idea, extending my students' inquiry, improving critical thinking and writing skills.

My strength as a teacher is in connecting course content to authentic human issues while engaging my students in creative applications of their choosing. Students feel empowered to use content they've mastered to serve target populations and develop insights that they can incorporate into their work as future professionals.

II. How has your teaching changed since you began teaching and what have you done to improve it?

Since I returned to college teaching in the Fall of 2015, I've mindfully created learning spaces that are inclusive and respectful of differences. Cooperative learning strategies, such as Jason Aronson's Jigsaw method reduce competition and promote student success across cultures. Allies training earlier this year led to my implementation of the "preferred pronoun" in class introductions for my online course. I've nurtured active listening skills as a practice for discussions and group work, especially when studying issues of diversity. These and other efforts have helped students to feel safe participating, sharing insights, connecting to other students and building cultural humility.

III. Give an example of a teaching challenge you have encountered and explain how you've dealt with it.

Last semester, I was new to Texas State and I was teaching upper division undergraduate courses in Family and Child Development. I had difficulty addressing my students who were accustomed to getting As on most of their tests. When my tests challenged them, some who had a performance orientation became defensive and questioned my evaluation tools.

I explained principles of measurement and evaluation that required a tool with a "long enough measuring tape" to accurately measure their knowledge. Although some students were able to integrate the lesson, others were skeptical. I consulted with my program chair; she offered reassurance and encouragement.

After more reflection, I chose to introduce psychometrics into the classroom to assist them in understanding research articles and basic statistical data. I also took time to explain statistical analysis of test score distributions. On more than one occasion, when a student questioned a test item, I analyzed the item and dropped it due to low validity. This demonstrated my willingness to listen and reconsider using the same tools to measure my test items that I use to measure their knowledge. I believe that incorporating measurement and evaluation mini-lessons may have helped some of my

students to feel more empowered around the mysteries of both academic grading and research.

IV. Please give examples of innovative assignments and course design components that promote active learning and/or engagement.

Example 1:

My intern students (FCD 4301) analyze their professional code of ethics for ethical principles. This familiarizes them with the code of ethics used in their field of study and requires them to develop their understanding of principle-based ethics and think ethically. Students share their insights in essay form in online forums and then compose ethical dilemmas to challenge one another to practice applied professional ethics.

Example 2:

My interns (FCD 4301) complete a community project that begins with an email to request an interview with a professional serving a target population. They develop questions for the interview to learn about the profession and the network of professionals with whom that person refers, consults, and collaborates. Further inquiry is conducted through internet searches, site visits or personal correspondence. Each student compiles a list of referrals, organizing them to create a website, pamphlet or handout that is accessible for their target population.

Example 3:

My Family Diversity (FCD 3359) students conduct a case study, either an observation or an interview with a member of a target population. I teach qualitative data collection methods in class lecture, and students practice interview techniques in dyads. Groups are established to choose a target population to study, and each group member conducts his/her/their own research. After data are collected, each student composes an APA style research paper. The student presents the case study to other class members according to the Jigsaw method.

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Please note: For all entries, list most recent items first. Headings without entries may be eliminated, but the heading lettering/numbering should remain consistent with this template.

I. Academic/Professional Background

A. Illysa Foster Title: Ms.

B. Educational Background

<i>Degree Thesis/Dissertation</i>	<i>Year</i>	<i>University</i>	<i>Major</i>
M.Ed.	1997	University of Texas Austin	Educational Psychology (Human Development and Education)
B.A.	1993	Texas A&M Corpus Christi	Psychology-Highest Honors
A.A.	1991	Del Mar College	Psychology

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Per Course Lecturer	Texas State University	2015-present
Adjunct Faculty	Austin Community College	1996-2005
Teaching Assistant	University of Texas-Austin	1995-1996

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Licensed Psychological Associate	Cypress Tree Psychological Services, P.A	2014-present
Intern Psychotherapist	Joellen Peters, PhD	2013-2014
Licensed Midwife	Sisters Midwifery, Inc	2007-2014
Intern Midwife	Various Practice Settings	2005-2007
Teacher	Austin Ecoschool	2006-2007
Teacher	Austin Area Homeschoolers	2000-2008
ECE Teacher/Director	Imagination School	1998-2000
ECE Teaching Assistant	Trinity By the Sea Mothers Day Out	1988-1989

E. Other Professional Credentials (licensure, certification, etc.)

Licensed Psychological Associate (2014-present)

Texas State Board of Examiners of Psychologists

Certified Professional Midwife (2007-present)

North American Registry of Midwives

Dance Movement Therapist-Body Centered (in progress)

Neuroscience and developmental applications for movement therapy and

Individual /couples/family/group psychotherapy for DMT-BC credential

Graduate Midwife (2007)

Association of Texas Midwives Midwifery Training Program

II. TEACHING

A. Teaching Honors and Awards:

B. Courses Taught:

1. Internship FCD 4301
2. Family Diversity FC 3359
3. Introduction to Psychology
4. Human Growth and Development
5. Child Growth and Development
6. Personal Growth
7. Effective Learning

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees (if supervisor, please indicate):

D. Courses Prepared and Curriculum Development:

1. Adolescent Development –Teaching Assistant, UT Austin
2. Multicultural Emphasis in Education –Teaching Assistant, UT Austin

E. Funded External Teaching Grants and Contracts:

F. Submitted, but not Funded, External Teaching Grants and Contracts:

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other:

Foundations of Online Teaching course completed July, 2015: Texas State University

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs:

b. Textbooks:

Foster, I.R. & Lasser, J. (2011). Professional Ethics in Midwifery Practice. Sudbury, MA: Jones & Bartlett.

Translated version: Foster, I.R. & Lasser, J. (2015). Professional Ethics in Midwifery Practice. Ankara, Turkey: Nobel Akademik Yayıncılık.

c. Edited Books

d. Chapters in Books:

e. Creative Books:

2. Articles

a. Refereed Journal Articles:

b. Non-refereed Articles:

Foster, I.R. (2013) Ethical Quandaries for Midwives and Doulas in Social Media. SQUAT Birth Journal (Summer 2013), pp. 18-20.

Foster, I.R. & Potter, B. (2011). Midwives Pioneer the Informed Consent Process. SQUAT Birth Journal (Summer 2011), pp. 8-10.

Foster, I.R. (2007). Starting a Menstruation Celebration Group. *Daughters*, 12 (4).

3. Conference Proceedings

a. Refereed Conference Proceedings:

b. Non-refereed:

4. Abstracts:

5. Reports:

6. Book Reviews:

7. Other Works in Print:

Lasser, J. and Foster, I. (2004). Masturbation and Genital Touching. In A. Canter, L. Paige, M. Roth, I. Romero, & S. Carroll (Eds.), *Helping children at home and school II: Handouts for Families and Educators*. Bethesda, MD: NASP. Refereed.

B. Works not in Print

Foster, I.R. (2001). *Monoparenting and Child Development*. Single Parenting Resource Network.

Foster, I.R. *Resilient Girls: A grounded theory approach to understanding*

healthy minority female development. Graduate student research prospectus. Presented to faculty and students. University of Texas, 1997.

Coded quantitative data at Brackenridge Hospital Neonatal Unit to support faculty research. University of Texas, 1995

1. Papers Presented at Professional Meetings:

Foster, I.R. Maternity mental health counseling for midwives. The Gathering of Texas Midwives Ingram, TX Nov. 6, 2015

Foster, I.R and Reyes, C. Intersections: Cultural Competency and Social Justice for Midwives, April 2014 at the Association of Texas Midwives annual conference in San Antonio, TX

Foster, I.R. Ethics for Preceptors. MANA 2013 Preconference for Association of Midwifery Educators, Oct. 2013 Portland, OR

Gordan, W. & Foster, I. Ethics and Social Justice in Midwifery Education. MANA 2013 Conference, Oct. 2013 Portland, OR

Foster, I.R. Midwifery Ethics in Relationships. April 13, 2013 at the Association of Texas Midwives annual conference in Dallas, TX

Foster, I.R. Keynote speaker for Idaho Midwives Conference Sept. 14-16, 2012. Coeur d' Alene, ID. Presented three separate workshops: Midwifery Ethics, Informed Consent, and Scope, Competency and Boundaries in Professional Midwifery.

Foster, I.R. Competency and Boundaries in Professional Midwifery. Portland Midwives Association July 21. 2012. Portland, Oregon.

Foster, I.R. Introduction to Midwifery Ethics. Online presentation to Bastyr University April 5, 2012.

Foster, I.R. & Potter, B., 2011. Informed Consent and the New Health Care Laws. Midwives Alliance of North America 2011 conference in Niagara Falls. (not present for presentation)

Foster, I.R., & Lasser, J., 2011. Midwifery Ethics. American College of Nurse Midwives 2011 conference, San Antonio, Texas.

Foster, I.R., & Lasser, J., 2011. Ethics Instruction in Midwifery Training. American College of Nurse Midwives 2011 conference, San Antonio, Texas.

Foster, I.R., & Lasser, J., 2010. Midwifery Ethics. Midwives Alliance of North America 2010 conference, Nashville, Tennessee.

Foster, I.R., & Lasser, J., 2010. Ethics in Midwifery. Association of Texas Midwives 2010 conference, Austin, Texas.

Foster, I.R., & Lasser, J., 2008. Ethics in Midwifery. The Gathering of Midwives 2008, Palestine, Texas.

2. Invited Talks, Lectures, and Presentations:

Foster, I.R. Mamababy wisdom and the professional witness. First3Years: Webinar February 29, 2016

Lee, K. & Foster, I.R. Interweaving self-care and care for others through embodied movement. Holistic Nursing Association, San Antonio, TX Oct. 13, 2015.

Foster, I.R. Being with emerging motherhood: the perinatal journey as witnessed by another. Austin in Connections, Austin, TX May 8, 2015

Foster, I.R. Midwifery Ethics. Louisiana Midwives Association Full-Day Ethics Training, Nov. 2014 New Orleans, LA

Foster, I.R. Midwifery Ethics. April 10, 2013 online at Bastyr University.

Foster, I.R. Preceptor-Apprentice Ethics. A digitally-recorded presentation for Midwifery Education Accreditation Council. Sept. 2012.

Foster, I., 2011. Midwifery Ethics. Online presentation to Bastyr University April 7, 2011.

3. Consultancies:

National Association of Certified Professional Midwives, 2013-2014
Assisted in the continued development and growth of the Certified Professional Midwife credential

Mammas of Color Rising 2010-2013
Participated in Strategic planning in Spring 2010; appointed to Advisory Circle January 2011

Midwives Alliance July 2009-2011
Consultant. Reviewed documents pertaining to ethics. Provided feedback on

revisions.

North American Registry of Midwives August 2010-2011

Consultant. Reviewed documents pertaining to ethics. Provided feedback on revisions.

Association of Texas Midwives_May 2006- 2009

Consultant. Duties included revision of curriculum and instructional materials for the Midwifery Training Program

Single Parents Resource Network 1999-2001

Founding board member. Supported the organization and provided consultation.

4. Workshops:

Foster, I.R., 2007. Effective Teaching. Trained instructors for the Association of Texas Midwives Midwifery Training Program in adult learning and effective teaching methods. Austin, Texas.

Foster, I.R., 2000. Effective Teaching. Trained Austin Community College Instructors in effective teaching methods. Austin, Texas.

5. Other Works not in Print:

a. Works "submitted" or "under review"

b. Works "in progress"

Harrist, A. W., Foster, I. R., Russell, C., Carrillo Avila, S., Pettit, G. S. Bates, J. E., Dodge, K. A., & Lansford, J. E. (in progress). The natural occurrence of parents' social coaching: Themes and gendered patterns

c. Other works not in print

Foster, I. R. Mamababy Wisdom. (book in progress).

C. Grants and Contracts

1. Funded External Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

3. Funded Internal Grants and Contracts:

4. Submitted, but not Funded, Internal Grants and Contracts:

D. Fellowships, Awards, Honors:

IV. SERVICE

A. Institutional

1. University:

Texas State Ally 2016-present: Texas State University

Bobcat Days Fall 2015: Texas State University

Faculty Sponsor, Students for Peace 2002-2003: Austin Community College

2. College:

3. Department/School:

B. Professional:

Association of Texas Midwives_2007-2011

CEU coordinator for 2010 and 2011 conferences

Education Committee member/advisor (2007-2009)

Midwives for Haiti 2010

Fundraising and procurement of donations to *Midwives for Haiti*

Traveled to Haiti for one week to train local midwives and deliver supplies after earthquake

C. Community:

Martindale Community, Sept.-Dec. 2015
Developed, collaborated and led early childhood programming once a week.

Royal Theater Society 2006-2008; 2011

Promoted and supported McCallum High School Fine Arts Academy's Theater program and productions; Officer (2006-2008)

HELP (Handicapped Equestrian Learning Program) 2008

Volunteer on site for care of horses and support of therapy

Austin Area Homeschoolers 2000-2008

Program Director and Instructor of academic and enrichment classes

Programs for school-aged children in liberal arts, fine arts, natural sciences, social sciences, and health education

Wildflower Church 2001-2004

Social justice and children's education committee member

KOOP Community Radio 2000-2001

Producer, Co-host for a weekly women's political/educational/cultural program

Lone Star Girl Scout Council 1994-1996

Troop leader for Project Self (Lone Star Girl Scout Council)

Developed prevention programming and led a group of low-income minority girls for 24 months through early adolescence and transition to middle school

D. Service Honors and Awards:

Council Daisy Award for outstanding leadership. (1996) Lone Star Girl Scout Council.

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts:

2. Submitted, but not Funded, External Service Grants and Contracts:

3. Funded Internal Service Grants and Contracts:

4. Submitted, but not Funded, Internal Service Grants and Contracts:

Updated 6/2012

FCD 4301 Internship Spring 2016 Syllabus

Contact Information

Name: Illysa Foster, M.Ed, CPM, LPA

Office Location: FCS 123 D (Office hours by appointment)

Office Telephone: 512-245-2135 **E-mail:** ifoster@txstate.edu

Communicating with Your Instructor

Office Hours

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call or a meeting.

Forums Versus Email

If you have a question about course content or mechanics, I encourage you to post it to the Problem Solver discussion forum. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

Email Response Time

Generally I will respond to emails within 2-3 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. I generally do not respond to emails after 5pm on weekdays or on weekends. **Please include FCD 4301 somewhere in the subject line of your email so I will know to attend to it quickly.**

Disability Services

If you are a student with a disability, please contact me within the first two weeks of class to discuss accommodations. You will be asked to provide documentation from the Office of Disability Services. Please contact the Office of Disability Services at www.ods.edu or 512-245-3451 (voice and TTY) for assistance with the documentation.

Course Description

Internship program in Family and Child Development related professions, services, business, or industry. To participate in internship a student must meet college, department and program requirements.

- ✓ This is an online course in which you will complete all assignments through online lessons. **See the schedule below for more information.**
- ✓ Each intern must complete 150 hours for internship. All **150 hours** must be **completed between the official dates of the term**. Students who cannot document 150 hours by the end of the term will receive an “F” regardless of scores on other assignments. **Absolutely no grades of “I” (incomplete) will be granted.** Be sure that your internship site can guarantee a minimum of 150 hours of work in the required time frame before you commit yourself to their internship program. Any hours completed prior to the beginning of the semester for which you are registered will not count toward the 150 hours. This is a matter

of liability on the part of Texas State University.

- ✓ **Students must be supervised at all times while performing the duties related to their internship site.** It is the responsibility of the student and site supervisor to arrange for appropriate supervision. If a supervisor is not properly supervising a student's work, it is the student's responsibility to go directly to the supervisor with your concern and report your concern to your instructor (Illysa Foster).
- ✓ Students will **NOT** be permitted to complete an internship under the supervision of a family member, anyone who works for a family member, nor at an internship site owned by a family member.
- ✓ If the student is **already employed by the internship site**, the responsibilities during the internship must be substantially different from current responsibilities. The Internship Instructor (Illysa Foster) will visit with the Site Supervisor to ensure the internship will consist of new learning opportunities.

Course Objectives*

1. The student will participate in a work environment associated with the student's career goals.
2. The student will integrate academic theory with workplace practice.
3. The student will analyze realistic problems associated with the workplace and be given an opportunity to resolve these problems.
4. The student will demonstrate appropriate workplace and online ethics and personal behavior patterns.
5. The student will demonstrate human relations skills reflective of today's diverse

- society.
6. The student will apply written and verbal communication skills within all appropriate levels of the organization setting.
 7. The student will develop a variety of experiences, job-seeking and networking skills, and set of personal references needed for subsequent employment.

**Refer to Lessons for behavioral objectives for each unit of instruction.*

Course Organization & Online Tools

Course Info

Course Info (<https://isdcourseinfo.its.txstate.edu/>) covers many topics that will help you be a successful online learner including:

- How to get technical help with TRACS and other Texas State-supported software
- Minimum hardware requirements
- Guidelines for success as an online learner
- Alkek Library support for online learners
- Expectations for academic honesty
- How to get special accommodations
- How to get information about financial aid and tuition costs
- Etiquette expectations (i.e. netiquette) for online communications
- Teamwork tips
- How to take proctored exams

- How to use Adobe Connect

Note: Most materials used in conjunction with the course are subject to copyright protection. In order to view and print many of the documents posted you will need Adobe Acrobat Reader. Download Acrobat Reader free

<http://www.adobe.com/products/acrobat/readstep.html>

Lessons

FCD 4301 is organized into units of instruction, called **Lessons**, as outlined in the course schedule below. Each **Lesson** is listed by its main topic on the TRACS site and contains required readings, mini lectures, discussion forum assignments, essays, quizzes, and projects. These are designed to create online student interaction and learning communities.

Forums

You will find the following discussion forums in the course TRACS site:

- Problem Solver: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Group Forums: These forums address course topics in small learning communities of interns. Review the Forum Discussion rubric shown in the lesson. Response requirements are indicated in each forum's full description.

My role in discussions is that of a facilitator. As such, I will read the messages you post, but will not respond to every post. Instead, I want the class

to be the driving force behind the discussion. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Resources

You may find some helpful resources in this folder that will be updated throughout the course of the semester.

Drop Box

Turn in all hour logs to Drop Box according to due dates shown on the course schedule. Late hour logs result in a grade deduction.

Assignments

Turn in your Integrative Essay Part I in the Assignments tool according to instructions. You will receive feedback and submit the Final Integrative Essay in the same manner.

Assessments

Quizzes are available through the Assessments Tool. You will be able to click on a link within a **Lesson** to take a quiz.

Course Schedule and Due Dates

Be sure to note the following:

- The schedule below lists only the assignments with due dates. **There are numerous other required activities in Lessons**, including reading assignments

and mini lectures. **Lessons** will walk you step by step through the instructional sequence for this course. As the instructor, I may make adjustments to this syllabus. When doing so, I will alert the class by sending an email.

- All assignments are due by 11:55 PM of the dues dates below.

Lesson	Assignments	Due	Feedback
Course	Internship Proposal	Fall 2015	First week of class
Prerequisites	Site Supervisor Form		
	Resume		
Course	Professional Introduction Forum	1/22	2/5
Orientation	Post	1/22	
	Syllabus Quiz	1/25	
	Respond to group members' introductions	1/29	
	Hopes and Fears Forum Post		
	Respond to group members'	2/1	
	Hopes and Fears Post	2/1	
	1 st Hour Log		
Ethics	Ethics Quiz	2/5	
	Ethics Essay Forum Post	2/12	
	Respond to group members'		

	Ethics Essay post	2/15	
	Ethical Dilemma Forum Post	2/19	
	Respond to group members' ethical dilemmas	2/22	2/29
	2 nd Hour Log	2/26	
Goals	Student Page: Job posting, inspirational material	2/26	
	Feedback on group members' student pages	2/29	
	Graphic of goals on student page	3/4	
	Post updated resume for job posting	3/4	
	3 rd Hour Log	3/4	3/11
Midterm	Site Supervisor Mid-Term Evaluation	3/11	
	Meet with Instructor	Schedule	
	Integrative Essay Part 1	3/25	
	4 th Hour Log	3/25	4/7
Community Project	Post draft of email to professional	4/1	
	Comment on group members' emails	4/4	
		4/8	

	Post draft of interview questions		5/2
	Comment on group members' interview questions	4/11	
	Final Community Project	4/22	
	5 th Hour Log	4/29	
Final	Final Site Supervisor Evaluation	5/2	
	Due	5/6	5/17
	Thank you letter due	5/6	
	Final Integrative Essay Due		

Course Requirements

Prerequisites

All prerequisite materials are due prior to approval to take this course. These have been graded and will constitute 10% of your grade in this class.

Hours Log

Hours log templates are available in Resources. Please fill in all hours completed to-date and turn in to Drop Box throughout the semester on posted due dates. Continue to use the same template throughout the semester to show your cumulative hours.

Documentation of 150 internship hours prior to the end of the semester is required for successful completion of this course.

Site Supervisor Evaluations

Provide online evaluation forms to your site supervisor early with a plan set for completion prior to the due dates. These constitute a portion of your grade for Midterm and Final Lessons and are required for completion of the course. The links for each of these evaluation forms will be available in those Lessons.

Meeting with Instructor

You will schedule a meeting with your instructor, during which you will receive feedback regarding your midterm progress.

Quizzes

Quizzes are to check content knowledge in the first two lessons. You may use all resources available to you while taking these quizzes from your home computer.

Forum Posts

See the discussion rubric posted in each lesson for a more information about how forum posts will be graded. Be sure to read the long description for each forum post and follow those instructions closely.

Integrative Essay Part 1 and Final

You will be integrating your experience in your internship and this course material with your previous knowledge from your didactic courses in Family and Child Development. The first part of the essay will be turned in during Midterm Lesson and graded for a portion of that lesson grade. You will receive feedback on Part 1 that should be utilized when writing the Final Lesson essay, which constitutes a portion of that lesson grade.

Community Project

The community project involves developing a professional identity and network in your field, along with a list of resources for a target population.

Grading

Your overall course grade will be based on the assignments listed above, as follows:

Lesson (percent of final grade)	Activities	Points
Prerequisites (10%)	Proposal Essay and timely submission of resume and approval forms	10
Course Orientation (12%)	Syllabus Quiz	2.5
	Professional Intros Forum	2.5
	Hopes and Fear Forum	7
Ethics (12%)	Ethics Quiz	2.5
	Ethics Essay Forum	7
	Ethical Dilemma Forum	2.5
Goals (12%)	Job Posting/Resume	4
	Goal-setting	4
	Student Page	4
Midterm (20%)	Integrative Essay Pt. 1	10
	Midterm Evaluation	10
Community Project (12%)	Email Draft	2.5
	Interview Draft	2.5
	Referral Doc	7
Final (22%)	Final Integrative Essay	15
	Final hour log	2
	Final Evaluation	5
Total (100%)		100 points

A conventional grading scale is used to determine your final grade:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: below 60%

Late Work Policy

Serious late-work penalties apply if work is not submitted on time—a letter grade per day. Late hour logs impact the grade on the lesson, a full letter grade per day. No late posts to forums will be accepted. You are responsible for keeping a back-up copy of all submitted work.

Drop Policy

Permission to drop this class with a "W" will only be given after the student consults with the instructor. It is the student's responsibility to complete University paperwork and pay the required fees.

Guidelines for Success

Conduct and Civility

Every student is held accountable for abiding by the tenants of required conduct outlined in the Texas State Student Handbook (<http://www.dos.txstate.edu/handbook/rules.html>). Students should create a learning environment and refrain from interfering with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.

Investment in Learning

Each student is expected to demonstrate investment in learning through your attitude and work ethic. Specifically, each class member will be expected to submit assignments in a timely and correct manner, seek help promptly when necessary, and treat others with respect.

Communication Skills & Online Writing Support

All intern students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist, non-sexist and non-homophobic language, and include sufficient references to support their thesis and ideas in the paper. Students who do not demonstrate college level writing should expect reduced grades on assignments. Students are responsible for procuring assistance to improve their writing if they enter the program with less than college level skills in this area. Texas State University provides several online tutoring services in the area of writing that students may wish to utilize, including [SLAC's Online Writing Lab](#) (select from the Writing Help pull-down menu) and [Writing Center's Online Tutoring](#) (select from the Student Resources pull-down menu).

Three written student comments:

On Oct. 7, 2015, I received this email from a student with initials TH: “I wanted to take the time to say that I truly love your class and your style of teaching, thank you for making it such an interesting class!”

On Nov. 12, 2015, I received this email from a student with initials CG after she discovered I was not teaching Family Policy, a course for which she was enrolling. “I was disappointed in finding this out, especially since I have come to really enjoy having you as my professor. I hope to still see around next semester, though!”

On Feb. 29, 2016, a student with initials AD wrote me:
“I learned a lot from you. I specifically learned about culture sensitivity and how that looks”