

48

Proposal #  
(Academic Affairs use only)

S20hes10 Proposal #  
(College use only)

# REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
FMCD	5xx3	Capstone In Family Science

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)  
CIP Code: 19.07

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.  
(Please use standard American English including full sentences.)

This course involves supervised work experience in a professional setting to actively integrate theories and knowledge gained from graduate studies in family sciences.

Human Environmental Sciences

Department submitting the proposal

<u>Kaye Sears</u>	<u>ksears@uco.edu</u>	<u>5786</u>
Person to contact with questions	email address	Ext. number

Approved by:

Kaye Sears 7-22-20  
 Department Chairperson Date

Debra R. Lent-Kelley 8-18-20  
 College Curriculum Committee Chair Date  
 (Please notify department chair when proposal is forwarded to dean.)

Donna Cobb 8/18/20  
 College Dean Date  
 (Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course  
(Assigned by the Office of Academic Affairs.)

8/1

1. Does this course have an undergraduate / graduate counterpart?

Yes  No

2. Is this proposal part of a larger submission package including a program change?

Yes  No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes  No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.

CTE Approval (Stamp or initial) \_\_\_\_\_

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes  No If yes, when was the most recent offering? \_\_\_\_\_

5. Does this course affect majors or minors outside the department?

Yes  No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404

Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

n/a

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

n/a

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

n/a

9. Will this course have enrollment restrictions?

Yes  No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May  May not

Major Code: 3653

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input type="checkbox"/>
Post Baccalaureate *		<input type="checkbox"/>
Senior		<input type="checkbox"/>
Junior		<input type="checkbox"/>
Sophomore		<input type="checkbox"/>
Freshman		<input type="checkbox"/>

\* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs

Admission to Nursing Program

Admission to Teacher Education

3.0 or higher overall GPA, grade of B or above in all core courses, and in the last semester of the

Other program

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

**SPECIFIC COURSE OBJECTIVES:**

**The student will:**

1. Demonstrate personal qualities that are essential to job success.
  2. Complete Capstone in Family Science objectives that are created by the student and the on-site supervisor.
  3. Purposefully integrate studies into the field site setting.
  4. Gain knowledge in how a professional setting assists families and children.
  5. Become aware of and be sensitive to issues and ethics related to the professional setting.
  6. Submit all assignments to all people in a professional manner and on time.
  7. Prepare for written comps and complete hours at approved sites.
- 

**Course Detail Information:**

14. **Contact Hours (per week)**

  3   Lecture hours (in class)

       Lab hours (also studios)

       Other (outside activities)

15. **Repeatable course.**

  1   Number of times this course can be taken for credit.

16. **Schedule type: (select one only)**

       Activity P.E. (A)

       Lab only (B)

       Lecture/Lab (C)

  x   Lecture only (L)

       Recitation/Lab (R)

       Student Teaching (STU)

       Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

  n/a  

---

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

  All of the students will be in the field at a professional site, as well as, being expected to complete the other requirements.  

---

19. **The UCO Library has the required library resources available for this new course?**

  x   Yes    No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.  
  Spoke to Kanika Bhargava (HES liaison) – any need we had is available in the library or could be secured via interlibrary loan.  

---

**If no, what additional library resources must be acquired for this new course?** List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

---

20. Names of current faculty qualified to teach this course.

Dr. Glee Bertram

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No additional faculty are needed; Dr. Bertram will teach the course. Competencies needed: familiarity with requirements in field along with ability to identify qualified site supervisors

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

Full-time faculty load will be redistributed based on curriculum changes submitted. The total hours in the major is dropping from 40-41 to 37. Faculty load will be diverted from Thesis/Internship to cover students enrolled in the Capstone.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Internal reallocation – major is dropping from 40-41 hours to 37 hours.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	20 22
Fall		
Spring	10	12
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

<input type="checkbox"/>	Non-liberal arts and sciences
<input checked="" type="checkbox"/>	Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2), P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

The Family Science major will be proposed to be a totally online major in Family and Child Studies program. This will be the capstone experience that will include field work with site supervisors as the evaluators. It will replace the Internship (which is currently a part of the major in Family Science) to enable the major to be fully online in the future.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Research, Scholarly and Creative Activities	<input type="checkbox"/>
Service Learning and Civic Engagement	<input checked="" type="checkbox"/>

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

**5000 LEVEL COURSES**

<b>Course Level Characteristics</b>	<b>Please describe how this course meets this requirement.</b>
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	The students will have had an opportunity to share in classes, engage in discussions related to a specific topic. Students have opportunities find and use related bibliographic resources.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Admission to graduate studies requires a certain level of maturity, prerequisites ensure they have adequate preparedness for the field of study, and will have had the majority of major courses completed.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	Capstone field work provides a vital component of the student's learning experience during their final semester of study in the Family Science Major, College of Education and Professional Studies. Additional expectations Objectives, reflections reports, E-Portfolio, Resume, Mid-Term evaluations by site supervisor and a Capstone report and final evaluation .

**UNIVERSITY OF CENTRAL OKLAHOMA**

**DEPARTMENT OF HUMAN  
ENVIRONMENTAL SCIENCES**

**Capstone in Family Science**

**FMCD 5---3**

**A GUIDE FOR THE AGENCIES AND THE STUDENTS  
PARTICIPATING IN THE FAMILY SCIENCE CAPSTONE**

# CAPSTONE IN FAMILY SCIENCES

## FMCD 5\_\_3

**PROFESSOR:**

Dr. Glee Bertram, Professor  
HES 201 C  
974-5361  
FAX: 974-3850  
[gbertram@uco.edu](mailto:gbertram@uco.edu)

**MAILING ADDRESS:**

Box 118  
University of Central OK  
100 N. University Dr.  
Edmond, OK 73034

**OFFICE HOURS:**

Office Hours: M: 1:00-4:00; T: 12:00-2:00, W: 12:00-2:00; others by appointment

**CREDIT HOURS:**

(3) graduate credit hours.

**PREREQUISITES:**

- Graduate standing
- Declared major of Family Science
- Students must have a 3.0 or higher overall GPA, a grade of “B” or higher in all core courses
- Must be in their last semester

**DESCRIPTION OF COURSE:**

This course involves supervised work experience in a professional setting to actively integrate theories and knowledge gained from graduate studies in family sciences.

### Transformative Learning:

is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research; creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness. This course addresses five of six of the university’s transformative learning goals.

This course addresses many of the university’s transformative learning goals.

**Discipline Knowledge** will be gained with the creation of the final e-portfolio.

**Leadership skills** will be gained as students work in the field with the public and community.

Students will gain **problem solving** skills as they deal with strategies and issues presented at each of their sites.

**Service Learning/Civic Engagement** will be gained as students actively participate in experiences that give back to families, agencies and communities.

**TEXTBOOK:**

None

**SPECIFIC COURSE OBJECTIVES:**

1. Demonstrate personal qualities that are essential to job success.
2. Complete Capstone in Family Science objectives that are created by the student and the on-site supervisor.
3. Purposefully integrate studies into the field site setting.
4. To gain knowledge in how a professional setting assists families and children.
5. To be aware of and be sensitive to issues and ethics related to the professional setting.
6. Submit all assignments to all people in a professional manner and on time.
7. Prepare for written comps and complete.

**Statement for Service Learning-OSBI Check**

"Beginning June 1, 2013, all students enrolled in a College of Education and Professional Studies course that requires the UCO student to interact directly with minors or vulnerable adults will complete a background check through *Trak-1* before they are placed in their field experience/practicum/Capstone in Family Science setting or before they begin the class assignment that involves working with minors or vulnerable adults. Background checks are valid for one academic calendar year.

Mrs. Carlie Wellington is the CEPS Coordinator of Background Checks. You may contact her at [cwellington@uco.edu](mailto:cwellington@uco.edu) or 974-5105 if you have questions that cannot be found on our Frequently Asked Questions Webpage (<http://www.uco.edu/ceps/Trak-1/faq.asp>). The cost of the background check is \$10.29 to be paid directly to Trak-1 through a debit or credit card. To access the link to Trak-1 go to the yellow Quick Links section of the CEPS webpage: <http://www.uco.edu/ceps/> In the Quick Links section you will find a Trak-1 link that will take you to a CEPS Frequently Asked Questions page about the background checks. On that page, you will find a direct link to the Trak-1 website."

**NATIONAL COUNCIL ON FAMILY RELATIONS and NATIONAL ASSOCIATION for THE EDUCATION OF YOUNG CHILDREN:**

This course contains relevant content for the Certified Family Life Educator Program Standard for Criteria #10 Family Life Methodology and many others depending upon your site. This Course could also address Standard 6 of the NAEYC Criteria: Becoming a professional (depending on site could address some or all of the other standards).

**INSTRUCTIONAL METHODS:**

1. Observations of professionals at family agency.
2. Individual and/or group conferences with site coordinator.
3. Model techniques and expertise of professionals at the site.
4. Active participation and integration in the surroundings at the field site.



## SPECIAL INSTRUCTIONAL REQUIREMENTS

1. The Family Science Capstone student will invest a minimum of 200 clock hours at the professional site.
2. The capstone students will correspond with Capstone Instructor/Director through e-mail or telephone during the semester.
4. Capstone students will locate a professional site by the 3<sup>rd</sup> week of the semester and submit to Capstone Instructor for approval.
5. The Capstone student will actively integrate into the surroundings at the professional site.
6. The student will complete and submit all paper work and assignments required in this syllabus or as required by the capstone director.
7. The student will create objectives for a plan of work with on-site supervisor's approval and submit it to the on-site supervisor and capstone director.
8. The student will collect and create an e-portfolio of their philosophy, educational endeavors, professional responsibilities and experience. Further discussion on the portfolio will be included in the guidelines. The portfolio will be submitted in an e-portfolio format.
9. The capstone student will describe capstone professional experiences that fulfill each objective stated in their capstone contract in 2 reports during the semester.
12. The professional site is to be in a facility that promotes intervention, prevention, education of parents, children and/or families. The student IS NOT to be involved or observe therapeutic/psychological methods of counseling.
14. If the focus of the professional field experience changes, new objectives for the contact need to be added. Please turn them into the capstone instructor and site coordinator and prepare objective justifications for all.
15. If site needs to be changed or expanded, the change can only take place with Capstone Director's knowledge and assistance.
16. All students will prepare for written comprehensive questions that address the areas of theory, ethics, program evaluation, development, and practical application in the field. This exam will be given at the end of the semester. This will allow the instructor to see that the student has synthesized the course work and field experience in the master's program

## METHODS OF EVALUATION:

<b>FALL</b>	<b>Points</b>
-Agency Information	10pts
-Personal Data Sheet	10pts
-Written Goals & Objectives	100pts
-Introduction Paper	100pts
2 Reflection reports to Coordinator 2@50	100pts
E-portfolio	100pts
Mid-Term Evaluation from site coordinator	100pts
Final Fall Evaluation from site coordinator	100pts
Capstone Report	50pts
Written Comprehensive Exams	100pts
<b>Total Fall Points</b>	<b>770pts</b>

## GRADING SCALE:

100% - 93%	= A
92% - 85%	= B
84% - 77%	= C
76% - 69%	= D
68% - 0%	= F

**ACADEMIC HONESTY:**

For the purpose of this class the following has been defined: Academic Dishonesty: includes both the “giving” and “taking” of improper assistance on examinations as well as any other form of attempting to gain credit for work that is not that of the student; not adhering to correct procedures for identification of sources in reports and essays, etc.; an intentional misrepresentation or attempt to gain undeserved intellectual advantage by cheating, plagiarism, and unauthorized possession of exams. See the University of Central Oklahoma Student Handbook for further details.

**DISABILITY STATEMENT:**

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities who need special accommodations should make their requests by contacting the assistant director of Disability Support Services. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

**EXPLANATION OF ASSIGNMENTS**

**GOALS/OBJECTIVES:**

- Written objectives must be negotiated between the student and the agency. These objectives should outline expectations of the professional experience and must be submitted to the Capstone Director within the first three weeks of the semester. Objectives are precise statements that define what is to be done, how will it be accomplished, when is it to be completed and how will it be measured. There should be a minimum of 3-5 objectives. The students’ performance will be based upon the objectives. When your objectives are agreed upon and signed by site mentor, submit copies for each: site supervisor, capstone director and yourself.

**DUE: 4<sup>th</sup> week of class**

**SITE SUPERVISOR/CAPSTONE DIRECTOR PACKETS:**

- Submit the following signed and typed forms to the Site Supervisor in a folder. Submit to the Capstone Director in the appropriate dropbox.

**CHECK LIST FOR ITEMS TO BE SUBMITTED TO THE SITE SUPERVISOR**

Copies of all the following:

- \_\_\_\_\_ Capstone in Family Science manual
- \_\_\_\_\_ Objectives
- \_\_\_\_\_ Personal Data Sheet (Modified)
- \_\_\_\_\_ (3) Mid-Term Evaluations
- \_\_\_\_\_ Final Evaluation
- \_\_\_\_\_ Resume (optional)

**CHECK LIST FOR ITEMS TO BE SUBMITTED TO THE CAPSTONE DIRECTOR**

Copies of the following:

- \_\_\_\_\_ Objectives and Goals
- \_\_\_\_\_ Personal Data Sheet
- \_\_\_\_\_ Agency Information Sheet

If Information has changed between or during semester, please resubmit new forms.

**DUE: 4<sup>TH</sup> week of classes**

### **INTRODUCTION PAPER:**

- Capstone students will write a paper of the basic functioning of the site at which he or she has chosen to work. The paper must be well written and include in-depth thought and critical thinking.

Components that must be included (use headers for each section):

1. Primary function of the organization (programs, services, etc.).
2. Basic operation including administration and chain of command.
3. Staff member duties or major areas or responsibilities
4. Organization's mission statement and/or philosophy.
5. Analysis of your role as a capstone student and how you will integrate into the organization.

**DUE: 6<sup>th</sup> week of class**

### **REFLECTION REPORT:**

Student will be required to submit a reflection evaluation that illustrates their experience within their specific location. These logs should include projects done throughout the week, problems encountered, with how they were worked through, and new learning or connection between theory and practice. The site supervisor will not see these communications unless the student desires.

**DUE DATES: 8<sup>th</sup> week of class and last week of class**

### **E-PORTFOLIO**

- Each student will be required to create and turn in a portfolio of his or her professional experiences. The portfolio format is that of an e-portfolio. The portfolio will be discussed in class.

**DUE DATE: First submission 13<sup>th</sup> week and final submission last week of class**

### **CAPSTONE REPORT**

- The Capstone Notebook will include:
  - A log of hours (initialed by supervisor).
  - Written Self Evaluation (see attached form)
  - Evaluation of agency (see attached form)- opportunity to share your thoughts
  - Written summary of final objective meeting.
  - Letter to future Capstone student Students
  - **DUE DATE: 15<sup>th</sup> week**

### **Application and Site Selection**

Capstone students, as defined by Merriam-Webster Collegiate Dictionary (2001) is "an advanced student or graduate usually in a professional field gaining supervised practical experience". Through this aspect of learning the students can apply the knowledge they have gained throughout their years of education to real life situations. Capstone field work provides a vital component of the student's learning experience during their final semester of study in the Family Science Major, College of Education and Professional Studies.

- Capstone is designed to be the culminating experience in the Family Science Program to occur concurrently with the completion of coursework. The Capstone Director may only make exceptions to this prerequisite.
- The Capstone student must meet graduation requirements.

- The Capstone student must meet GPA requirements for FMCD classes (3.0)
- The Capstone in Family Science Coordinator must approve all Capstone Sites, which must meet the standards established by the FCS guidelines or will not be accepted. The Capstone in Family Science Director reserves the right to place the graduate student at a particular Capstone in Family Science site or terminate the capstone if it is deemed necessary.
- The Capstone student is required to document a minimum of 200 hours in an approved Capstone in Family Science program for 1 semester. All hours must be conducted at one site. Only the Capstone in Family Science Coordinator can make any exceptions to this requirement.

It is the responsibility of the prospective capstone student to identify, obtain the Capstone in Family Science Coordinator's approval, and contact the Capstone in Family Science site. Specific procedures are as follows:

- Identify several agencies in which you would like to conduct your Capstone in Family Science.
  - It is highly suggested that the student do their Capstone in Family Science at the agency in which employment is desired, or one very similar. Also, it is to the student's advantage to conduct their Capstone in Family Science at the most progressive and multidimensional agency possible.
  - The student may NOT perform their Capstone in Family Science in a place of current or prior employment unless the Capstone in Family Science is conducted in another department of the agency and with approval from the Capstone in Family Science Director.
  - There must be evidence of sound professional philosophy in the agency's operation of programs and services that reflects the knowledge base of the Family and Child Studies.
  - The capstone student is not to be involved with individual therapeutic programs or counseling.
- Contact the agencies you are interested in and inquire about opportunities for professional field experiences.
- Once you received information on the potential capstone experience, discuss the potential professional site with the Director.
  - Submit the descriptive information that will identify the type and scope of programs and services offered by the agency. (Program brochures, facility listings, etc.) Agency Information Sheet
- Based on the Capstone in Family Science Director's advice, apply to several agencies, or an agency you are sure about.
- Once your professional site options have been identified, informally discuss each potential opportunity with the Director, if there is a decision to be made between several agencies.
- Make your final selection and inform the agency of your acceptance in writing, if needed.

### **Responsibilities**

#### **Responsibilities of the University:**

- A. Retain responsibility and control over the academic or educational programs in which the student will participate.
- B. Assist the student in procuring an Capstone in Family Science site that will meet his/her needs in the working field.

- C. Keep a current list of possible agencies that will work with capstone students. (Capstone in Family Science notebooks are in Dr. Bertram's office.)
- D. Inform agency of the responsibilities and requirements and work as a liaison between students and agency if concerns are voiced.
- E. Monitor the student experiences and talk with students or agency to ensure highest level of educational growth as possible for both the student and agency.
- F. Remove capstone student from the agency if that agency and university agree that it is not at a high level of learning for the student and agency, or if the University feels that the student is not being responsible of the high standard set by the University, or if the agency, capstone student or University deems that the site is not in the best interest of the students.
- G. Serve as a resource for the agency and capstone student
- H. Evaluate all assignments and submit final grade.

**Responsibilities of Agency (Site) Supervisor:**

- A. Serve as an agency based teacher, and a supervisor for the capstone student so to facilitate an environment where the student will gain knowledge through first-hand experiences within the chosen field of study.
- B. Inform capstone student of rules, policies, regulations, mission statement, goals, objective, and needs of the agency.
- C. Challenge the student with meaningful experiences that meet the needs of the student and agency.
- D. Evaluate and convey information to the student about their performance.
- E. Provide an opportunity for the student to learn and gain experience in a variety of appropriate settings. (Including but not limited to administration, programming, facility operations, public relations and others.) Assure that the Capstone students will not be in an individual therapeutic setting.
- F. Evaluate and review the capstone student's performance and submit the results on the form provided in a timely manner.
- G. Provide Capstone in Family Science Director with needed information, insight or concerns about the capstone student or his/her performance.
- H. Conduct a final evaluation with capstone student.
- I. Assure that student capstone student signs and dates a confidentiality statement if needed.
- J. Supervisors cannot be family members, or relatives.
- K. If a problem rises contact UCO professors immediately for mediation or assistance.

Dr. Glee Bertram  
100 N. University Dr.  
Edmond, Ok 73034  
Phone: 974-5361  
E-mail: [gbertram@uco.edu](mailto:gbertram@uco.edu)

Dr. Kaye Sears  
HES Chair  
Phone: 974-5786  
E-mail: [ksears@uco.edu](mailto:ksears@uco.edu)

**Responsibilities of the Capstone student:**

- A. Contact and arrange a capstone professional field site under the direction of supervision of Capstone Director.
- B. Accept all responsibility for duties outlined with agency supervisor and all scheduled commitments and arrangements made during the capstone experience.
- C. Accept agency's philosophy and apply the knowledge learned in the classroom to field experience when appropriate.
- D. Become familiar with and conform to all policies and regulations of the site or agency.
- E. Notify agency of any schedule changes that will affect ability to perform duties as agreed.
- F. Maintain a professional attitude at all times including friendliness, respectfulness, tactfulness, etc.
- G. Maintain self-awareness of your surroundings and react appropriately.
- H. Become familiar with agency's mission statements, philosophy statement, goals, objectives, the needs, wants, and values.
- I. Ask questions, and consult with agency if confronted with problems that cannot be solved independently.
- J. Complete all assignments promptly and professionally (computer generated) and submit to Capstone in Family Science Coordinator and site supervisor (on or before the due dates if applicable).
- K. In writing and verbally, convey to the agency your appreciation for their help.
- L. Purchase individual liability insurance if needed or required.
- M. Maintain ongoing contact with Capstone in Family Science Coordinator.
- N. Create objectives for the site. Discuss them with your site supervisor; submit the objectives and give copies to your site supervisor as well as the Capstone in Family Science Coordinator.
- O. Record experiences you have at your site as you fulfill your objectives. Submit to Capstone in Family Science Coordinator twice times during the semester.
- P. Keep an accurate time schedule and notify the site supervisor of your progress and any changes in your schedule.
- Q. Dress professionally and appropriately for the agency you are involved with.

- R. If for any reason you do not fulfill, complete or conduct yourself professionally at the Capstone in Family Science site, you will be held to the UCO Student Conduct Code.

**Capstone in Family Science  
Child and Family Studies  
FMCD 5\_\_3**

**E-PORTFOLIO**

An e-portfolio is a unique representation of your individual qualities, abilities, and accomplishments and a way to show case growth and achievements. It is a purposeful collection of items that reflect your progress over time in academics and your career.

**PURPOSE**

**The purpose of a Capstone in Family Science e-portfolio is two-fold. The first is as a tool for assessment; the second is as a career portfolio.**

The portfolio will be used as part of a final assessment of your Capstone in Family Science. The portfolio is an accumulation of experiences in academics, professional organizations, work and community while pursuing a graduate degree in Family and Child Studies.

The portfolio will also be useful as a career portfolio. The portfolio is a reflection of and a collection of your accomplishments toward career goals. It is a valuable tool for job searches and evaluation or promotion.

**CONTENTS**

1. **Resume or Vita:** Your resume or vita should be professional and organized. It should reflect the experiences, skills, and responsibilities you have had.
2. **Statement of Philosophy of Family-Child Studies:** A one page philosophy of your beliefs and values related to the importance of child and/or family in our society. If you have a specific area of employment adapt this philosophy toward that area.
3. **Ethics:** Create a statement of the importance of ethics in the professional field.
4. **Work Experience or Field Experience =** Create a detailed outline of your work experience. List job responsibilities. You may also include brochures, flyers, reports, projects, etc. in this section. Capstone in Family Science experience may also be included in this section.
5. **Professional Membership and Certifications =** List any type of certification, the sponsor and the certification or license number. Include expiration dates. Also include a list of professional memberships, offices held and responsibilities or activities in which you participated in. Include the year(s) you have been a member or officer.
6. **Professional Development=** This category will include professional trainings, continuing education, conferences attended, presentations & publications. Include date, name of event, location.
7. **Community Involvement =** List any community activities you have been a part of, responsible for, or volunteered for. Awards, sports, and clubs can be included. Include month and year.
8. **Additional Items:** This is an area for you to be creative or to put items that don't fit in other categories. This category can be renamed and moved if needed.

**FAMILY AND CHILD STUDIES  
RESUME**

NAME  
ADDRESS  
PHONE NUMBER  
FAX OR E-MAIL (if available)  
OBJECTIVE (optional)

**EDUCATION:**

- May 2019      Masters of Science in Family and Child Studies. University of Central  
Oklahoma, Edmond, Oklahoma GPA (optional)
- May 2016      Bachelors of Science in Family & Child Development. University of Central  
Oklahoma, Edmond, Oklahoma GPA (optional)

**EMPLOYMENT HISTORY OR WORK EXPERIENCE:**

- 2015 – Present    OSU-OKC Child Development Center, Oklahoma City, Oklahoma  
Lead Teacher
- Responsibilities
- 2012 – 2015      Gymboree, Moore, Oklahoma
- Sales Associate
  - Responsibilities

**CAPSTONE IN FAMILY SCIENCE AND FIELD EXPERIENCES:**

University of Central Oklahoma

- September –  
May 2019      Capstone in Family Science  
Logan County Youth & Family Services, Guthrie, OK
- List Responsibilities
- Fall 2017
- Child Study Center
- List Responsibilities

**PROFESSIONAL AFFILIATIONS:**

- 2016 – Present      National Association on the Education of Young Children
- 2016 – Present      Southern Early Childhood Association
- 2015– Present      Oklahoma Council on Family Relations
- 2015 - Present      Campus Council on Family Relations
- Fall 2018-19      Treasurer



- 2014 – Present Early Childhood Association of Oklahoma  
2014 – Present Advocates for Family and Children
- Fall 2016 Membership Director
  - Spring 2015 Fund-raiser Committees
  - Fall 2014 Secretary

**PRESENTATIONS:**

- March 2018 Oklahoma Council Family Relations, Edmond, Oklahoma  
“Quality Parenting”
- October 2017 University of Central Oklahoma  
Family Dynamics  
“Marriage Customs”

**TRAINING/CERTIFICATIONS/TECHNICAL SKILLS:**

List any certificates and expiration dates you have here: (CPR, First Aid, Computer, and Specialized Training).

**PROFESSIONAL CONFERENCES ATTENDED:**

- March 2019 Oklahoma Council on Family Relations Annual Conference, Edmond, Oklahoma  
Sept. 2018 Early Childhood Association of Oklahoma Annual Conference Oklahoma City,  
Oklahoma

**COMMUNITY INVOLVEMENT:**

List civic, volunteer experience and/or church activities here. Include month & year.

**CAMPUS ACTIVITIES:**

List all activities.

**HONORS AND AWARDS:**

Scholarships-list

- 2015-2019 Dean’s Honor Roll  
2014-2015 President’s Honor Roll

**SUGGESTED FORMAT FOR CAPSTONE IN FAMILY SCIENCE HOURS DOCUMENTATION**

**Document hours for Capstone in Family Science, make notes of any hours that were spent on projects, conferences, training, meetings, particularly ones off site.**

**Week:**

**Week:**

**Week:**

**Week:**

**Week:**

**Week:**

**Week:**

**Week:**

**Student Signature:** \_\_\_\_\_

**Site Supervisor Signature:** \_\_\_\_\_

**CAPSTONE IN FAMILY SCIENCE PERSONAL DATA INFORMATION**

Capstone in Family Science semester      SPR    FALL      YEAR \_\_\_\_\_

Name: \_\_\_\_\_

Banner Number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Permanent Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_

Other Phones to Contact you: \_\_\_\_\_

Email: \_\_\_\_\_

Graduation date: \_\_\_\_\_

**University of Central Oklahoma**  
**Capstone in Family Science**  
**Goals/Objectives**

**THIS IS A TEMPLATE WITH EXAMPLES, YOU NEED TO CREATE YOUR OWN**

**GOALS.(Remove)**

Name: \_\_\_\_\_

Site: \_\_\_\_\_

Goal 1: To understand the mission, purpose and activities of (name of Capstone in Family Science site).

Objective 1: I will read background material, visit with site mentor, and observe other professionals to better understand the daily happenings in the agency and responsibilities of professionals.

Objective 2:

Goal 2: To understand how (name of Capstone in Family Science site) relates to the community and/or clientele.

Objective 1: I will participate in community and site events and group activities to gain a better understanding of the relationship of (name of Capstone in Family Science site) to others.

Objective 2:

Goal 3: To shadow professional(s) at (name of Capstone in Family Science site) in order to better understand the roles, skills and responsibilities of those professionals in the field.

Objective 1: I will actively participate and shadow a professional for approximately (hours) a week.

Objective 2:

Objective 3:

Goal 4: To reflect on my experience at (name of Capstone in Family Science site) and the role of professionals in the lives of families.

Objective 1: I will meet with my site supervisor to discuss any concerns or questions and to discuss my progress as a pre-professional.

Objective 2:

Goal 5: To be aware of ethic and practice professional behavior to the fullest extent possible.

Objective 1: I will abide by the NAEYC Code of Ethical Conduct (or other more applicable code of ethics) or the (name of Capstone in Family Science

site's) ethical code of standards as well as any handbook in place at this site.

Objective 2:

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Capstone student: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

### AGENCY INFORMATION SHEET

Introduction: The Capstone in Family Science program is one of the most important steps in preparing the student for a professional career in family life education. If your agency is willing to participate in this educational program, please complete the following form and/or attach information about your agency.

Agency \_\_\_\_\_ Date \_\_\_\_\_

Address: Street \_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_

Director or Capstone in Family Science Supervisor  
(print) \_\_\_\_\_

Title \_\_\_\_\_

Web site \_\_\_\_\_ E-Mail \_\_\_\_\_

Population Served: Age Range \_\_\_\_\_

Socioeconomic Characteristics \_\_\_\_\_

Special Characteristics of Population Served: (Elderly, Learning Disabilities, etc.)  
\_\_\_\_\_  
\_\_\_\_\_

Types of Programs/Services offered:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Operations: Number of days per week \_\_\_\_\_

Number of hours per day \_\_\_\_\_

Number of Staff in Department \_\_\_\_\_

Student capstone student is covered by agency for liability; YES \_\_\_\_\_ NO \_\_\_\_\_

Please enclose the following materials (if possible) :

- a. Brochures of programs
- b. Description of responsibilities and assignments for potential capstone student.

**Capstone student's name:** \_\_\_\_\_

**University of Central Oklahoma**  
**Suggested Outline for Capstone in Family Science Reflection Reports**

Name: \_\_\_\_\_ Report begins \_\_\_\_\_ Ends \_\_\_\_\_

Cumulative Hours to Date: \_\_\_\_\_

Agency and Supervisor's name:

---

1. A concise description of what you have participated in. Be specific with detail.

2. New experiences, skills, or knowledge.

3. Skills and knowledge areas in which you felt deficient:

4. Comments concerning your feelings and experiences:

5. Objectives met or worked upon.

6. Situations you observed this time that were interesting and/or beneficial to your professional development.
7. Relationships observed between theory and practice.

### **OUTLINE FOR CAPSTONE STUDENT'S SELF REPORT (EVALUATION)**

- I. INTRODUCTION: Name, organization supervisor, date.
- II. SUMMARY: A brief summary of your Capstone in Family Science experience and responsibilities.
- III. IMPACT:       What did you learn about yourself?  
  
                          In what areas did you experience the most personal growth?  
  
                          What insights have you gained involving families?  
  
                          How has the Capstone in Family Science influenced your career goals? Please explain.
- IV. EVALUATION: Did the Capstone in Family Science experience meet your personal expectations?  
  
                          How would you assess your performance at the agency?  
  
                          Would you recommend this site to future Capstone in Family Science students?

**This report must be typed and submitted to the Capstone in Family Science Coordinator in the Capstone notebook.**

**UNIVERSITY OF CENTRAL OKLAHOMA  
FAMILY AND CHILD STUDIES  
CAPSTONE STUDENT'S EVALUATION OF AGENCY**

Agency \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Instructions: Please rate the strengths and weaknesses of the agency in terms of meeting your needs as an capstone student student. Use the following scale:

- 5 – excellent
- 4 – more than adequate
- 3 – adequate
- 2 – less than adequate
- 1 – poor
- NA – not applicable

\_\_\_\_\_ 1. Acceptance of you as a functional member of the agency staff, willingness to integrate you into all appropriate levels of activities, programs, and projects.

\_\_\_\_\_ 2. Provision of relevant experiences in administration, supervision, and leadership.

\_\_\_\_\_ 3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars, and other developmental activities.

\_\_\_\_\_ 4. Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).

\_\_\_\_\_ 5. Provision of assistance in helping you meet your personal and professional goals and objectives.

\_\_\_\_\_ 6. Employment of qualified, professional staff with demonstrated capability to provide competent supervision.

\_\_\_\_\_ 7. Adequate scheduling of conferences with you and ongoing evaluation of your performance.

\_\_\_\_\_ 8. Allowance of relating classroom theory to practical situations.

\_\_\_\_\_ 9. Willingness to listen to suggestions or recommendations you might offer and willingness to discuss them with you, explaining the rationale for their rejection or acceptance.

\_\_\_\_\_ 10. Overall rating of Capstone in Family Science site.

**Include in Capstone Report**



**FAMILY AND CHILD STUDIES  
CAPSTONE IN FAMILY SCIENCE EXPERIENCE  
UNIVERSITY OF CENTRAL OKLAHOMA**

**MID-TERM EVALUATION**

**Capstone student's Name:** \_\_\_\_\_

**The following are rated on a 1 - 5 scale. 1 represents unsatisfactory work, 2 represents work below average, 3 is average, 4 is above average, and 5 is excellent.**

1. Degree of interest shown by student in his/her work. \_\_\_\_\_
2. Degree of initiative shown by student in taking independent action. \_\_\_\_\_
3. Student's courtesy to participants and to professional contacts. \_\_\_\_\_
4. Student adheres to agency policy on work schedules/absenteeism. \_\_\_\_\_
5. Student conveys sense of humor and is enthusiastic about work. \_\_\_\_\_
6. Student conveys self confidence in their ability to handle work assignments. \_\_\_\_\_

**COMMENTS ON FIRST SIX AREAS:**

---

---

---

7. Student cooperates with others in daily work relationships. \_\_\_\_\_
8. Student is adaptable to new situations. \_\_\_\_\_
9. Student's ability to communicate with participants, supervisors, etc. \_\_\_\_\_
10. Students' adherence to agency standards on appearance and grooming. \_\_\_\_\_
11. Degree to which student maintains a neat and orderly work area. \_\_\_\_\_
12. Student's safety consciousness towards participants, staff, and self. \_\_\_\_\_

**COMMENTS ON SECOND SIX AREAS:**

---

---

13. Student possesses knowledge essential to perform job assignments. \_\_\_\_\_
14. Degree to which student follows directions. \_\_\_\_\_
15. Student's acceptance of suggestions and constructive criticism. \_\_\_\_\_
16. Student shows good judgment in reacting to emergencies or crisis'. \_\_\_\_\_

- 17. Degree to which student shows accountability to his/her supervisor. \_\_\_\_\_
- 18. Dependability performing assignments with minimal supervision. \_\_\_\_\_

COMMENTS ON THIRD SIX AREAS:

\_\_\_\_\_  
 \_\_\_\_\_

- 19. Degree to which student organizes and plans work. \_\_\_\_\_
- 20. Degree to which student’s work output meets agency standards. \_\_\_\_\_
- 21. Student’s attitude indicates sincere interest in his/her profession. \_\_\_\_\_
- 22. Degree to which student takes advantage of leadership opportunities. \_\_\_\_\_
- 23. Student’s ability to make responsible decisions. \_\_\_\_\_
- 24. Level of comfort the student feels when public speaking. \_\_\_\_\_

COMMENTS ON FOURTH SIX AREAS:

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Supervisor’s Signature                                  Date

Keep this evaluation confidential? \_\_\_\_\_ YES \_\_\_\_\_ NO

Mail: Glee Bertram, PhD, C.F.L.E., CPCS  
 Family Life Education  
 Box 118  
 University of Central Oklahoma  
 100 N. University Drive  
 Edmond, Oklahoma 73034

Fax: Dr. Glee Bertram  
 405-974-3850

Email to: [gbertram@uco.edu](mailto:gbertram@uco.edu)



**UNIVERSITY OF  
Central Oklahoma**

**Final Evaluation**

Section A: Requires rating the student on characteristics pertinent to a practicum experience and/or job performance. Carefully evaluate each of the characteristics based on day-to-day performance.

1= unacceptable; 2= not meeting standards; 3= successfully meeting standards; 4=exceeding standards; 5= performance is exemplary- well above standard.

Name of Practicum Student: \_\_\_\_\_

<b>Professionalism</b>	<b>Unsatisfactory</b>			<b>Satisfactory</b>	
<b>PERSONAL APPEARANCE</b> Exhibits good taste and neatness; clean; professionally dressed	1	2	3	4	5
<b>PROFESSIONAL ATTITUDE</b> Enthusiastic worker, strives for self-improvement	1	2	3	4	5
<b>ORAL/WRITTEN ENGLISH</b> Has ability to present ideas simply and clearly, uses acceptable language in and outside group situations. Writes clearly	1	2	3	4	5
<b>KNOWLEDGE &amp; INFORMATION</b> Understands & has working knowledge of the service area, well informed, has wide variety of interests	1	2	3	4	5
<b>OVERALL</b>	1	2	3	4	5

<b>Teamwork</b>					
<b>SOCIAL QUALITIES</b> Friendly, helpful, courteous, gets along with others	1	2	3	4	5
<b>COMMUNICATION</b> Ability to understand and be understood by others, to accept instruction and ask questions	1	2	3	4	5
<b>COOPERATION</b> Working effectively with others, team player, good interpersonal skills willing and able to accept criticisms and suggestions	1	2	3	4	5



UNIVERSITY OF  
**Central Oklahoma**

<b>LEADERSHIP</b>					
Accepts leadership role, assumes responsibility, directs, organizes, leads versus follows. Exceeds expectations	1	2	3	4	5
<b>OVERALL</b>	1	2	3	4	5

**Comments on Professionalism or Teamwork :**

---



---



---

**Work Ethic**

Unsatisfactory  
Satisfactory

<b>KNOWLEDGE, PLANNING AND APPLICATION</b> Understands skills, methods & procedures required to complete task	1	2	3	4	5
<b>QUALITY OF WORK</b> Accurate and completeness; work is neat. Duplication of efforts is seldom required	1	2	3	4	5
<b>QUANTITY OF WORK</b> Works at a steady pace, produces results to meet deadlines and complete assignments	1	2	3	4	5
<b>INITIATIVE</b> Accepts tasks, searches out opportunity. Effectively performs with minimum of instruction	1	2	3	4	5
<b>TIME MANAGEMENT</b> Effective use of work time and efforts for self and others	1	2	3	4	5
<b>OVERALL</b>	1	2	3	4	5

**Program Administration**

<b>RESPONSIBLE</b> Completes tasks on time, faithfully adheres to work schedule	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ATTENDANCE/RELIABILITY</b> Exhibits professional behavior, reports to Capstone in Family Science on time, adheres to prearrange schedule	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>JUDGEMENT, ANALYTICAL, ABILITY</b> Making sound judgments/ decisions by analyzing facts, options, and opinions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ABILITY TO ORGANIZE</b> Ability to organize effectively and efficiently. Able to stimulate effective participation; makes adequate plans	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>CREATIVITY</b> Develops creative projects, capable of problem solving innovative and makes suggestions	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>FOLLOW-UP</b> Monitor procedures and schedules. Completes tasks, responsible	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>OVERALL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments on Work Ethics or Program Administration:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Section B: requires supplemental information related to the student's performance. Make note of any characteristics that particularly qualify the student for a profession in Family Services. Please include recommendations for personal or career development for this student.

\_\_\_\_\_  
 \_\_\_\_\_



UNIVERSITY OF  
**Central Oklahoma**

---

---

---

---

---

**SITE SUPERVISOR SIGNATURE:**

\_\_\_\_\_

**DATE** \_\_\_\_\_

**I GIVE PERMISSION TO SHARE THIS EVALUATION W/ PRACTICUM STUDENT.**

\_\_\_\_\_ **YES** \_\_\_\_\_ **NO**

**Email to:**

Dr. Glee Bertram  
FLE Box 118  
University of Central OK  
100 N. University Dr.  
Edmond, OK 73034  
[gbertram@uco.edu](mailto:gbertram@uco.edu)

**Fax to:**

Dr. Glee Bertram  
405-974-3850