

Family and Consumer Sciences Courses for A-F Credit Course Description, Experience, Steps School Year 2019-2020

FACSEd Capstone*

Course Code: FC00209OCAS

OCAS Subject Code: 8446

Course Hours: 120.00

Grade levels: 11-12

Student must have completed 240 hours in a Program of Study PRIOR to enrollment.

Course Description: The Oklahoma CareerTech FACSEd capstone course is an instrument used to measure the attainment of curricular outcomes or competencies at the culmination of a program of study. It is an in-depth study opportunity for the student to demonstrate accomplishment of the full spectrum of their learning. It should be student centered and directed with the guidance of a mentor. It should integrate knowledge gained from specific FCS courses and academic courses. Capstone courses are the application of all that the student has learned and serve as a pure evaluation instrument when assessed by a panel of experts. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

FACS Capstone Experience

The FACS Capstone experience is an opportunity for students to challenge themselves outside the traditional curriculum. This should be a culminating high school experience **relating to previous course work within a program of study** and at least the third course in a FACS pathway, helping provide a transition to life beyond the secondary classroom. A vital component of this project includes a face-to-face or virtual mentor with whom the student has meaningful, ongoing two-way communication regarding the planning, preparation and execution, and evaluation of the capstone project.

Students may enroll in a FACS Capstone after completion of 240 hours of FCS courses designated career readiness or career preparation. This course offers A-F credit for the school if the student is in grades 11 or 12. This enrollment is in collaboration with the student's family, guidance counselor, family and consumer sciences teacher, and administration. The FACS capstone encourages self-discovery and responsibility. It is important to note that there may be requirements/expectations beyond the normal coursework required during class hours.

Each FACS Capstone experience:

- has an outside learning component
- has a final proof of learning reflection document
- should engage students throughout one semester or one academic year

Students must adhere to timeline/requirements/prerequisites as established by the specific experience they select. Students must complete the FACS Capstone during the academic

year in which they enroll.

All students must demonstrate several **applied learning standards** through their project. These include:

Critical thinking - the student detects incompleteness and inconsistency. The student finds an opportunity for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

Problem solving - the student organizes and conducts a process to create intellectual or physical products, hold an event, improves a system, or otherwise moves towards the solution of an identified core question.

Research - the student uses information tools and technology to learn and deepen his or her understanding about the chosen issue.

Communication - the student questions, learns from others, and informs others.

Reflection/evaluation - the student reviews and thinks critically about the product and process and makes necessary revisions.

Final Proof of Learning:

- Public presentations of the culminating evidence from the capstone
- Portfolio (electronic or hardcopy)

Course Competencies:

The Career Ready Practices component of the Common Career Technical Core provides a framework for the developmental experiences necessary to becoming career ready; experiences that can be “practiced” using many different approaches in a variety of settings throughout the Capstone project.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

(See a detailed description at: <http://www.careertech.org/career-ready-practicesFINAL.pdf>)

The student and teacher determine how to meet the standards and competencies through the Capstone Project.

The FACS Capstone Portfolio

You've made your selection, so now what? The FACS teacher will ensure the student is prepared, well informed, and working to reach their full potential. The main responsibility of the student after declaring the capstone of their choice is to complete the capstone project and portfolio. The compilation of work will be the completed portfolio.

1. Individual Learning Plan: The student will set a timeline for completion of their FACS Capstone.
2. SMART Goals: The student will set SMART goals for their capstone experience. (A SMART goal is Specific, Measurable, Attainable, Relevant, and Time-Based.)
3. Impact Reports: The student will complete at least one impact report per grading period providing feedback on their current progress and a plan moving forward.
4. Blended Learning: The student will connect digitally or face-to-face with an expert in the field of study chosen for the capstone. This expert will serve as a mentor for the student throughout the academic year. Proof of this mentorship and the meaningful, ongoing two-way-communication should be included in the portfolio.
5. Statement of Completion: The student will display their final proof of learning through their research paper or display, called a statement of completion. The student will display or present what they learned during the process. The presentation choice is up to the student. Options may include, but are not limited to: research paper, video, display board, etc. This requirement is in addition to the digital or paper portfolio, but evidence of the presentation or display must be included in the portfolio.
6. Reflection on Learning: At least once per grading period, the student will reflect on their goals through written assignments and examine better ways of moving forward.
7. Presentation of Learning: The student will need to digitally archive their statement of completion. The statement of completion will need to be recorded, scanned, documented, or captured in some method.

Capstone Suggestions for Project Completion

Capstone Step 1: Reflect on the needs of your community and the self-assessment aspect of this course, what three projects could you undertake for this capstone? Have you noticed an anomaly in your community that you might research? Could you incorporate any of these ideas into an FCCLA contest? Identify the job category of someone to serve as your mentor. Begin your portfolio.

Capstone Step 2: Evaluate the research and identify the project. Gain approval from the FACS teacher, administrators and any other person or group involved. Draft and submit a time line to your teacher for the completion of this project. Begin the project reflections and add artifacts to the portfolio. Identify and begin communication with your mentor.

Capstone Step 3: Identify and contact key people who could assist with the project/research. Identify what resources are needed and who might assist in collecting these resources. Identify how technology will assist in the project. Continue to add to the portfolio and write reflections.

Capstone Step 4: Secure commitments from key people. Complete project planning details such as who will assist in carrying out the project and how the necessary resources will be obtained. Carry out the project, reflect and continue to compile the portfolio.

Capstone Step 5: Following completion of the project, reflect on what went well and what didn't. Describe in detail changes you would make to improve the project if you were to carry it out again. Complete final reflection and add to the portfolio.

Capstone Step 6: Complete reflections and the portfolio. Make presentation board, video, etc. to document your accomplishment. Share your presentation with a minimum of two groups such as your FCCLA chapter, a civic organization, school board or church group outside your school. Digitally archive your presentation. Record proof of presentations and add to the portfolio.