

Murray State University
COURSE SYLLABUS

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 361 CREDIT HOURS: 3

I. TITLE: Programs in Vocational Family and Consumer Sciences

II. COURSE DESCRIPTION: Study of scope of vocational family and consumer sciences education including philosophy, legislation, occupational and consumer competency based programs, adult programs and youth organizations. Survey of existing area and state family and state home economics programs.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate Teacher Assessment and Support Continuum standards (InTASC), and the National Association of State Administrators of Family and Consumer Science standards (NASAFACS) addressed by that objective. Upon successful completion of this class, students will be able to

- A. compare and contrast various types of programs currently offered in family and consumer sciences in Kentucky and across the United States. (KTS #1, InTASC # 4,5; NASAFACS # 5);
- B. develop an understanding of current FCS curriculum developments. (KTS #1; InTASC # 4, 5);
- C. develop an understanding of different programs with respect to the unique needs of learners. (KTS #1, 3; InTASC # 4, 5);
- D. identify ways diversity is infused into family and consumer sciences programs. (KTS #1, 3; InTASC # 4, 5);
- E. become aware of and capable of explaining steps necessary to initiate and operate various programs. (KTS #1, 2; InTASC # 4, 5; NASAFACS # 5);
- F. understand how federal, state, and local legislation affect Vocational Family and Consumer Sciences programs. (KTS #1; InTASC # 4, 5; NASAFACS # 5);
- G. understand relationships between employment needs and various family and consumer sciences programs. (KTS #8; InTASC # 4, 5);
- H. observe ways to incorporate youth organizations as an integral part of program curriculum. (KTS #1, 6; InTASC # 4, 5; NASAFACS # 5);
- I. review plans of overall program of instructional units for a department. (KTS #1, 2; InTASC # 4, 5; NASAFACS # 5);
- J. become aware of budget, record, and report forms. (KTS #1; InTASC # 4, 5);
- K. relate family and consumer sciences programs to total educational program and to community. (KTS #8; InTASC # 4, 5; NASAFACS # 5);

- L. locate and utilize resources on Kentucky Department of Education website (i.e. core content for assessment, developing a standards based unit of study, program of studies, etc.) and other related websites. (KTS #1, InTASC # 4, 5);
- M. become familiar with national FCS standards and uses of them in planning curriculum (KTS #1, InTASC # 4, 5; NASAFACS # 5); and
- N. write professionally in the field of family and consumer science (KTS # 1).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on observations of programs visited, teachers interviewed, student competitions, journal articles and class discussions

The EPSB Themes of Diversity and Literacy are explored in the course through differentiating between different types of programs, reading and reviewing literature on programs, and talking with teachers.

IV. COURSE OUTLINE:

- A. General Family and Consumer Sciences programs – at different levels - primary, middle school, secondary, post secondary
- B. Federal state legislation affecting Family and Consumer Sciences
- C. Vocational program types
- D. Current issues in Family and Consumer Sciences
- E. Integrating Family and Consumer Sciences and employment concepts
- F. National FCS standards
- G. Initiating and operating Vocational Education programs
- H. Using advisory councils and other community involvement programs.
- I. Youth organizations as part of programs
- J. Continuing education programs
- K. Career clusters
- L. Appropriate clinical and field experiences
- M. Professional readings in related journals

V. INSTRUCTIONAL ACTIVITIES:

- A. Microcomputer and internet assignments
- B. Observation/participation opportunities in schools
- C. Activities and projects to achieve objectives
- D. FCCLA star events participation
- E. Class discussions, journal articles

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will visit, observe, and participate in area family and consumer sciences programs and related local, regional and state FCCLA activities.

VII. TEXT(S) and RESOURCES:

- A. Library materials
- B. Resource persons
- C. Audio-visual /computer materials

VIII. GRADING PROCEDURES:

Grade will be based on a percentage of total accumulated points of assignments and exams as follows:

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or below - E

IX. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. 270-809-3155 (voice), 270-809-3361 (TDD).

Students with Disabilities

Students requiring special Assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**