

Murray State University
COURSE SYLLABUS

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 601 CREDIT HOURS: 1-3

I. TITLE: Problems in Family and Consumer Studies

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed to permit special study in selected areas of family and consumer studies. May be repeated for a maximum of six hours credit.

Prerequisite(s): none

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 (InTASC) standards, and the National Association of State Administrators of Family and Consumer Science (NASAFACS) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. provide experiences in the identification, defining and stating of a problem (KTS #1; InTASC # 4, 5),
- B. provide experience in stating goals and objectives to be reached in solving a problem (KTS #1; InTASC # 4, 5),
- C. provide experience in searching and using pertinent data (KTS #1; InTASC # 4, 5),
and
- D. provide additional experiences in justification of course of action, in organizing materials and in the evaluation process (KTS #7, 9; InTASC # 4, 5).

The College of Education Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon their existing curriculum, identify perceived areas of deficit, and describe how they could address the deficits.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap may be explored in selection of project for the course.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Identify, define and state problem, develop rationale and review literature that is relevant to a real-life situation. Describe the setting including community demographics, etc.
- B. Develop goals and objectives that are:
 - 1. General and specific.
 - 2. Measurable.
 - 3. Short and long range.
 - 4. Time specific.
- C. Develop research strategies and gather data that are:
 - 1. Based on defined assumptions
 - 2. Pertinent and valid
 - 3. Factual
 - 4. Quantitative and/or qualitative
 - 5. Analyzable and interpretable
- D. Draw conclusions that influence:
 - 1. Courses of action.
 - 2. Feasibility and/or impact of the project.
 - 3. Use of resources (people, materials, time, and money.)
- E. Evaluate and assess the following:
 - 1. Was the problem accurately defined?
 - 2. Were the goals and objectives measurable and achievable?
 - 3. Were the research strategies appropriate?
 - 4. Did the conclusions support the action(s) taken?
 - 5. Did the actions help define new directions and emphases?

V. INSTRUCTIONAL ACTIVITIES:

- A. Identification of problems individually or in groups.
- B. Library research and reading in current literature (use a minimum of six research articles using the attached “Review of Literature” format. Use APA style, also attached.)
- C. Develop a research project relevant to your work experience and within that setting. Implement the research or project, if possible. Or, hypothesize conclusions (V.D) and the answers to questions (V.E,) based on your knowledge base of your work setting.

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

None

VII. TEXT(S) AND RESOURCES:

- A. Internet Research Bases
- B. Virtual Library
- C. Professional Journal Articles
- D. Industry
- E. Community

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Research project will be evaluated according to:
1. Identification and statement of problem.
 2. Statement of goals and objectives.
 3. Extent of research activity (minimum of six research articles.)
 4. Sources of data.
 5. Conclusions.
 6. Evaluation and summary statement.
- B. Evidence of research (library and outside resources,) using attached formats as listed above, should be compiled in a binder as a supplementary report to written assignment. Students registered in this course for graduate credit will be required to complete a formal research report/project.
- C. Grading will be assigned on the basis of performance assessment of the six areas included in written assignment and the supplementary report. Final grade will be based on the point system explained below:

Performance assessment of the six areas in written assignment, (25 points for each area)	150 points
Supplementary professional reviews (6@25 pts ea.)	150 points
Graduate Level Project	<u>100 points</u>
Total	400 points

D. Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = Below 60%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy listed in the current *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 AND STUDENTS WITH DISABILITIES:

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 the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, 270-809-3155 (voice), 270-809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of 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 continually 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.**