

Murray State University
COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 611 CREDIT HOURS: 1-3

I. TITLE: Readings in Family and Consumer Sciences Topics

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Directed readings of individualized professional family and consumer science topics.
Critique of readings and presentation.

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. read and reflect on professional journal articles (KTS #1, 7; InTASC # 4, 5);
- B. develop an annotated bibliography of journal articles (KTS #1; InTASC # 4, 5);
- C. explore various sources, including internet sites to locate articles (KTS #1; InTASC #5);
- D. develop plans for utilizing information gained from articles in own classrooms and/or work settings (KTS #1, 9; InTASC #4, 5);
- E. participate in exchange of ideas and reflective readings (KTS #1, 7; InTASC #5); and
- F. write professionally for the field of family and consumer sciences (KTS #1).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on readings completed by class members and those they read in professional journals.

The EPSB Themes of Diversity and Literacy are explored in the course through various readings, reflections, and discussion boards.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Common Core State Standards) will be resources for all teacher candidates.

IV. COURSE OUTLINE:

- A. Critical Thinking skills
- B. Writing reflective summaries
- C. Designing Instructional Activities for Individuals and Groups

- D. Individualizing Instruction
- E. Integrating Academic Skills
- F. Senate Bill I Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Individual readings
- B. Discussion groups
- C. Professional Networking
- D. Peer reviews

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

None

VII. TEXT(S) AND RESOURCES:

Selected Professional Publications including: American Career and Technical Association Journal, Journal of Family and Consumer Sciences, Journal of Nutrition Education, Journal of Marriage and Family, Journal of Family Issues, Journal of American Dietetic Association, and other related professional journals.

Related internet sites. Internet sites are acceptable if they are reliable and research based. Select from sites that end in .org, .edu, or .gov rather than those which are .com when you are searching.

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Complete reading assignments as assigned. (approx 1 per week)
- B. Grade will be based on:
 1. Completion of twelve (12) readings on a specialized topic during semester.
 2. Preparation of annotated bibliography of readings completed.
 3. Preparation of final reflective paper, relating readings to current employment position or employment needs.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined 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.**