DEPARTMENT: ACS   COURSE NUMBER FCS 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. Survey of existing area and state family and consumer science programs.

III. PURPOSE: To provide partial requirements for Vocational Family and Consumer Sciences teacher certification; to provide opportunity for understanding and developing programs in consumer and occupational family and consumer sciences and adult education; and to survey existing family and consumer sciences programs in order to better understand the scope of programs; and to provide experiences in observing and participating in related student organization activities. This course is designed for pre-service teachers in family & consumer sciences.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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)
B. develop an understanding of current FCS curriculum developments. (KTS #1)
C. develop an understanding of different programs with respect to the unique needs of learners. (KTS #1, 3)
D. identify ways multicultural education is incorporated into family and consumer sciences programs. (KTS #1, 3)
E. become aware of and capable of explaining steps necessary to initiate and operate various programs. (KTS #1, 2)
F. understand how federal, state, and local legislation affect Vocational Family and Consumer Sciences programs. (KTS #1)
G. understand relationships between employment needs and various family and consumer sciences programs. (KTS #8)
H. observe ways to incorporate youth organizations as an integral part of program curriculum. (KTS #1, 6)
I. review plans of overall program of instructional units for a department. (KTS #1, 2)
J. become aware of budget, record, and report forms. (KTS #1)
K. relate family and consumer sciences programs to total educational program and to community. (KTS #8)
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)
M. Become familiar with national FCS standards and uses of them in planning curriculum (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.

V. 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

VI. 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

VII. 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. (FCCLA activity dates will be posted as soon as I have them from teachers.)

VIII. RESOURCES:
A. Library materials
B. Resource persons
C. Audio-visual /computer materials
IX. GRADING PROCEDURES:
A. Read assignments in references as assigned. Post answers to questions and article reviews and responses as assigned. (We will use the blackboard discussion forum as part of course.)
B. A more detailed assignment sheet with due dates will be provided during the first weeks of course.
C. 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
D. Final exam/assignment will be given as per schedule
   (No credit for late assignments after one week.)

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin. Students are expected to attend class meetings and to participate in blackboard assignments/activities as well as FCCLA and other events listed. Some special meetings/seminars may be held during the semester and attendance is expected at these. Late/lack of attendance will result in lowered grades.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin. Dishonesty will result in an "E" for the course. Any plagiarism will result in a grade of zero and could result in failure of the course.

XII. TEXT AND REFERENCES:
A. FCS National Standards
B. Family and Consumer Sciences curriculum materials
C. Other references as assigned for reading during semester.
D. KDE website references

XIII. PREREQUISITES: none

XIV. NON-DISCRIMINATION 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.

NOTE: The instructor reserves the right to change the format of this course as circumstances of the course demand.