

Delta State University
College of Education
Division of Family & Consumer Sciences
FCS 494 Family and Consumer Sciences: Philosophy and Issues

Fall 2011
Meeting Place/Time: Online

Strider Bowen
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Course Description:

FCS 494 Family and Consumer Sciences: Philosophy and Issues

This course is a reflection on the history and development of the ecological perspective in family and consumer sciences; including cultural diversity and other current issues facing the profession. Prerequisites: FCS 150 and 151. 1 hour.

Learner Outcomes:

Upon completion of the course, the student will be able to:

1. Discuss the history of family and consumer sciences.
2. Discuss the ecological perspective of family and consumer sciences.
3. Formulate a professional philosophy that reflects the integrative nature of Family and Consumer Sciences.
4. Utilize written communication skills to assert the roles of Family and Consumer Scientists in the marketplace.
5. Describe and discuss current issues facing the profession of Family and Consumer Sciences at the local, state and national levels.
6. Formulate strategies for initiating and maintaining professional involvement.
7. Discuss societal trends and issues of diversity, changing nature of education, and public policy.

Text:

No text required.

Communications:

This course is taught online using Blackboard. The Blackboard mailbox and discussion board will be used for class communications. There will be no chat period.

Presentation Methods:

The course will be taught online using PowerPoint presentations, assigned readings posted on the class homepage, as well as other assigned websites and library research.

Written Assignments

Writing assignments will be completed using Times New Roman or Arial, 12-point font, black

print. Students will save assignments on CD or jump drive for possible use in portfolios later. Students will submit assignments via the online assignment drop box. All assignments must be saved in one of the following formats: docx, doc, .rtf. Students should cite sources of information in written assignments following guidelines of the *American Psychological Association Style Manual, 6th edition*.

You will be expected to write **thoughtful, comprehensive answers, using correct spelling and grammar. Organization, accuracy, and content will account for 75% of the grade; grammar, spelling, and punctuation will account for the remaining 25%.** The following website may be used as a reference if you have questions regarding the writing process, writing styles, as well as grammar and punctuation: <http://leo.stcloudstate.edu/catalogue.html>. **Students needing additional assistance are encouraged to contact the Writing Lab on campus.**

University Policy on Cheating and Plagiarism

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin.

Please be informed that copying and pasting from another student’s work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

Basis of Grade:

<i>Activities and Requirements</i>	<i>Pts</i>
Professionalism and Ethics assignment	25
History of FCS assignment	50
FCS Pioneer Profiles	50
Readings and summary papers on each of the following issues of concern to Family and Consumer Scientists.	
a) The Role of the Family and Consumer Scientist in Policy Making	50
b) The Role of the Family and Consumer Scientist in Dealing with Diversity	50
c) Trends Affecting the Future of Family and Consumer Sciences Assignment	50
Prepare own philosophy of Family and Consumer Sciences in your specific area.	50
Exam	100
TOTAL POSSIBLE POINTS	425

To determine a percentage grade, divide the number of points earned by 425. This percentage grade will be converted to a letter grade using the FCS Division scale:

A=	94-100%
B=	85-93%
C=	75-84%
D=	65-74%
F=	<65%

Attendance Policy:

All work will be submitted online.

Tardy and Make-up Work

1. No makeup work is allowed for unexcused absences.
2. Work will not be accepted after 5:00 pm December 1, 2011.
3. A penalty of 2% per day will be assessed.

Students with Disabilities

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Schedule for Fall 2011 Course:

Assignment 1 – submitted by September 8, 2011

Assignment 2 – submitted by October 6, 2011

Assignment 3 – submitted by October 27, 2011

Assignment 4 – submitted by November 17, 2011

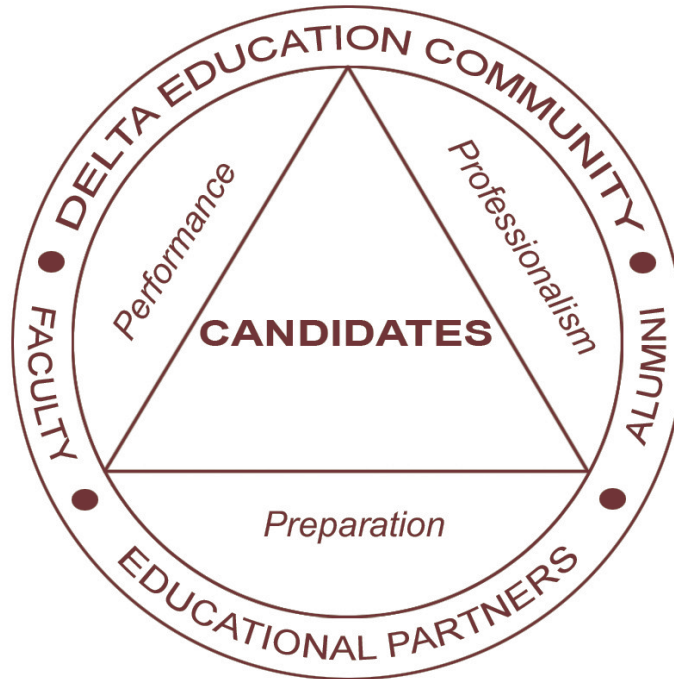
Assignment 5 – submitted by December 1, 2011

Final exam – submitted by 5pm December 3, 2011

All assignments must be completed and submitted by 5:00 pm December 1, 2011, and final exam must be submitted by 5:00 pm December 3, 2011.

College of Education
Conceptual Framework

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)