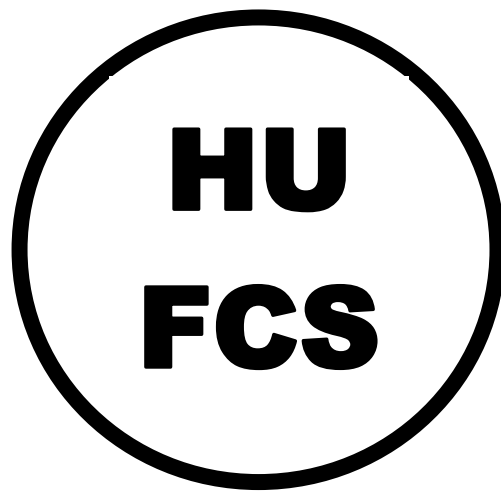


Harding University



Family and Consumer Sciences

**Student Handbook
Fall, 2011**

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Welcome

Welcome to the Department of Family and Consumer Sciences. We are so happy that you have joined us for your college and preprofessional experience. We want you to become a key player on the FCS team and experience the special care and concern of the faculty, staff, and students. Best wishes for much success!

FCS As a Profession: Pride and Promise

The Department of Family and Consumer Sciences at Harding University has been an integral part of the Harding University academic curriculum since its founding in 1924. The strategic planning process has resulted in ongoing curriculum changes, addition of new degree programs, and facility changes to give the graduates a competitive edge in the world of professional practice. An excellent faculty dedicated to God and their students is the mainstay of the Department. Each student is given opportunities for networking with professionals through on-campus lecture series, career shadowing, field trips, internships, and attendance at professional meetings. Leadership development is fostered through departmental organizations as well as the state affiliates of professional associations.

Family and consumer sciences is multidimensional with the overall mission of assisting individuals, families and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life. (AAFCS, 2010) It is one of the most exciting, diverse, and interesting professions that offers graduates a rewarding career in a variety of settings. (Explore the typical job titles in Appendix D for a sampling of career choices.) The common link between all practice areas is the way in which professionals address the social, physical and economic well-being of individuals, families and communities in their environment. The building blocks of human existence—food, clothing, shelter, human relationships, family life, consumer products and services remain the foundation of research, practice, and public policy advocacy. (Review the degree programs in Appendix B for the possibilities.)

Faculty and Staff

Chair:

Elizabeth K. Wilson, Ed.D., CFCS, CFLE

Professor:

Elizabeth K. Wilson, Ed.D., CFCS, CFLE

Associate Professor:

Lisa Ritchie, Ed.D., R.D., L.D.
Director of Didactic Program in Dietetics

Assistant Professor:

Denise Fisher, Ph.D., CFCS, CFLE
Rebecca Teague, M.S.E., CFCS
Crystal Whittington, Ph.D., CFCS, CCLS, CFLE, CIMI

Instructor:

Rebecca Boaz, M.S.E., CFCS

Adjuncts:

Esther Pipkin, M.S.E., CCLS
Sherrie Coleman, B.S., R.D., L.D.
Penny Hitt, M.Ed.

Administrative Assistant:

Meredith Boutell, B.S.

Mission

To prepare Christian professionals to assume leadership roles that supports quality of life of individuals and families in contemporary society.

Vision

Christian professionals dedicated to empowering individuals, strengthening families and enabling communities.

Goals

In congruence with the mission of the University and the standards of The American Association of Family and Consumer Sciences, the Department seeks to:

1. Provide opportunities for students to develop their God-given talents for service to individuals, families, communities, and the church.
2. Enhance students' growth in the fruit of the Spirit through daily interaction and classroom strategies.
3. Prepare students for diverse careers in family and consumer sciences.
4. Provide a solid foundation for students who pursue advanced study.
5. Prepare students for a lifelong commitment to learning and professional development.
6. Contribute to the preparation of professionals in other disciplines.



Degrees

The Department offers the Bachelor of Science degree with majors in:

- Child Development
- Child Life Specialist
- Dietetics
- Family and Consumer Sciences
- Family and Consumer Sciences Education
- Family Life Education
- Fashion Merchandising
- Interiors Merchandising

Child Life Specialist

What is a Child Life Specialist?

Child life specialists are experts in child development who promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child's wellbeing depends on the support of the family, child life specialists provide information, support and guidance to parents, siblings, and other family members. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress.

Professional Standards of Practice

Child life specialists are skilled professionals.

They adhere to a code of ethics and standards established by the Child Life Council, a national professional organization which also administers the rigorous process for obtaining the Certified Child Life Specialist (CCLS) credential. All Certified Child Life Specialists must complete a supervised 480-hour clinical internship, pass an examination, and adhere to a minimum standard for continued professional development in order to maintain their certification.

Child Life Council, Inc.
11821 Parklawn Dr., Suite 310
Rockville, MD 20852-2539
301-881-7090
www.childlife.org

Eligibility to Become a Certified Child Life Specialist (CCLS)

Component 1 - Minimum of Baccalaureate Degree

Applicants must have either completed a bachelor's degree, or be in the final semester of study for that degree.

Component 2 - Course Work

Applicants must have completed a total of 10 college-level courses in child life or a related department/subject.

(See Harding's Degree Plan, Appendix B)

Component 3 - Clinical Experience

Applicants must complete a minimum of 480 hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist.

Component 4 – Pass the Certification Exam

Didactic Program in Dietetics (DPD)

The Didactic Program in Dietetics is the first step in the process of becoming a registered dietitian. Upon graduation, the student will receive verification that they have completed the foundation knowledge and skills required by the Commission on Accreditation for Dietetics Education.

In order to become a registered dietitian, the student will take the next step in the process. This step involves completion of a supervised practice program in order to be eligible to take the national Registration Examination for Dietitians.

Goals of the Didactic Program in Dietetics

Students completing the Didactic Program in Dietetics will:

1. Have the foundation knowledge for entry into a CADE (Commission on Accreditation for Dietetics Education) accredited post-baccalaureate Dietetic Internship.
2. Possess the foundation skills for entry into a CADE (Commission on Accreditation for Dietetics Education) accredited post-baccalaureate Dietetic Internship.
3. Have a solid foundation for advanced studies.
4. Find employment.

The Harding University Didactic Program in Dietetics (DPD) is currently granted accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 102 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600 ext. 5400.

Family Life Education Approval by NCFR

The Family and Consumer Sciences undergraduate program at Harding University has met the Standards and Criteria required for the Provisional Certified Family Life Educator (CFLE) designation from the National Council on Family Relations (NCFR). This program includes appropriate course work for each of the ten family life substance areas required for the CFLE designation.

Graduates of Harding University qualify to complete an abbreviated CFLE application process, which will save them time and money.

The program approval does not imply accreditation, but recognizes the inclusion of relevant course work for each of the ten family life substance areas needed for the Provisional Certified Family Life Educator designation. NCFR has not done any evaluation of faculty or of campus or facilities.

The ten substance areas include: Families and Society, Internal Dynamics of Families, Human Growth and Development, Human Sexuality, Interpersonal Relationships, Family Resource Management, Parent Education, Family Law and Public Policy, Ethics, and Family Life Education Methodology.

The CFLE designation recognizes a broad, comprehensive range of issues constituting family life education. It acknowledges the preventive focus of family life education and assures that the designate has met or exceeded the high standards and criteria needed to provide quality family life education.

National Council on Family Relations, a member-funded, non-partisan educational and professional organization, is in its second half-century of service to family professionals. In addition to its member-based services and programs, NCFR publishes the Journal of Marriage and Family, and Family Relations and other family research and education resources.

www.ncfr.org

Family Life Education Documentation of Pre-Professional FLE Experiences Relevant to Becoming a CFLE

Definition of Relevant Experiences: (NCFR) Family life education that involves prevention and education for individuals and families that leads to more productive and satisfying living. These experiences are typically demonstrated through the development or presentation of workshops, courses or programs involving life skills, for example, communication, parenting, financial management, sexuality, etc. It can also include program administration and policy development. Experience may be earned through paid employment or volunteer work. For each experience, record the following:

- Your name
- Position title
- Employer (name, complete address, and phone number and email address)
- Responsibilities (such as courses taught, workshops presented, materials developed, etc.)

Attach to the description given above:

- Original copies of materials developed/program plan/workshop agenda, etc.
- Copies of handouts, PowerPoints, etc.
- Evaluation forms/summary of results
- Letters/commendation/certificates from participants or supervisors

Family and Consumer Sciences Teacher Licensure

Arkansas Department of Education

Office of Professional Quality Enhancement

The FCS teacher education program at Harding University aligns with the standards established by the Arkansas Department of Education outlined in Teacher Competencies for Family and Consumer Sciences (1998), as well as the National Standards for Teachers of Family and Consumer Sciences (2004).

University programs of study for Arkansas teacher licensure in Family and Consumer Sciences are submitted for approval to the Arkansas Department of Education, Office of Professional Quality Enhancement. In addition, prior to approval, the program proposal is subjected to peer review. This office endorses the use of three resources in program development. The first resource is the Teacher Competencies for Family and Consumer Sciences (1998) document which outlines the following five standards:

- The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
- The teacher plans and teaches curriculum appropriate to the students, to the content, and to the course objectives.
- The teacher's planning and instruction is based upon human growth and development, learning theory, and the needs of students.
- The teacher exhibits human relation skills which support the development of human potential.
- The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being (p. 1-20).

The document breaks down each standard into the knowledge, disposition, and performance of the teacher and evidence of meeting these standards. This document aligns closely with Arkansas Standards for Teachers. The second suggested resource to be used in program development is the Praxis II exam for FCS since all teachers must pass this test to obtain initial licensure. The third suggested resource is the Arkansas Curriculum Frameworks for FCS, which is the curriculum that teachers are required to follow and secondary students are held accountable for through competency-based exams.

Assessment Program

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Departmental Assessment: Students in the Department of Family and Consumer Sciences will be assessed using the following means: (a) each student completing a required practicum, field experience, internship, or student teaching will be assessed in knowledge, skills, and dispositions by an external evaluator; (b) each student will take the CFCS exam (Certified in Family and Consumer Sciences, American Association of Family and Consumer Sciences) while enrolled in FCS 400; (c) all students seeking licensure will complete the Praxis II exam; and (4) all graduates will receive an assessment survey one year following graduation. Data gained from these assessments will be used to evaluate the academic program of this department.

Professional Associations

Key Functions of Professional Associations

- Provides up-to-date information about research, trends, issues and public policy in the profession
- Provides conferences, seminars, career assistance, job services, and professional publications
- Offers opportunities to meet and network with other professionals as well as establish a strong support group
- Effectively represent the profession to governmental agencies, legislative bodies, prospective employers and the public at large
- Provides an opportunity to develop leadership and foster a vision and long-range plan for the profession
- Aids the development of professional attitudes and competencies, “best practices” of the profession
- Offers opportunities for formal professional development or continuing education for credentialing

Harding Family and Consumer Sciences Student Association

- Open to all majors or minors in family and consumer sciences
- Holds monthly meetings, completes service projects, attends the Fall Leadership Conference and the annual state conference
- Local association with local dues

Advisor: Mrs. Rebecca Teague, CFCS

Assistant Advisor: Ms. Rebecca Boaz, CFCS

American Association of Family and Consumer Sciences www.aafcs.org

- A national professional association that represents all areas of family and consumer sciences in the U.S.
- Open to all students and graduates in family and consumer sciences regardless of area of specialization; i.e., an “umbrella” professional association
- Membership in this Association provides membership in the state affiliate, the Arkansas Association of Family and Consumer Sciences (www.arafcs.org)
- All FCS majors are strongly encouraged to become a member and seek leadership positions, for example, hold office in the Pre-professional Section at the state or national level

Harding Student Dietetic Association (HUSDA)

- Open to all majors in the didactic dietetics program
- Holds monthly meetings, completes service projects, attends conferences, lectures and seminars
- Local association with local dues

Advisor: Dr. Lisa Ritchie, RD, LD

The American Dietetic Association

www.eatright.org

- The world's largest organization of food and nutrition professionals
- Committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy
- Membership Classifications:
 - Student Member
 - Active Member
 - Retired Member
 - International Membership
- Members in this Association provides membership in the state affiliate, Arkansas Dietetic Association (www.Arkansaseatright.org)
- Dietetic majors are strongly encouraged to become a member of this organization

Kappa Omicron Nu Honor Society (KON)

www.kon.org

Kappa Omicron Nu is a national honor society for Family and Consumer Sciences. Its mission is to empower leaders through scholarships, research, and leadership. This mission enables the organization and chapters to prepare scholars and researchers in the 21st century. Kappa Omicron Nu provides:

- Recognition and honor for distinguished academic achievements and potential as a professional
- Opportunities for networking
- Personal development and growth
- Professional growth through education and service

The Nu Delta Chapter of Kappa Omicron Nu of the Department of Family and Consumer Sciences, Harding University, holds monthly scholarly meetings, conducts a service project each semester, and inducts new members during the spring semester.

Advisor: Dr. Beth Wilson, CFCS, CFLE

Assistant Advisor: Dr. Denise Fisher, CFCS, CFLE

Membership Criteria:

- I. Undergraduate students must:
 - Have declared a major in Family and Consumer Sciences
 - Have completed 45 semester hours or equivalent
 - Have earned a minimum of 3.25 GPA on a 4.0 scale
 - Rank in the top 25 percent of their class
 - Be recommended by the FCS faculty
- II. Graduate students must:
 - Be enrolled in a graduate program in Family and Consumer Sciences or one of its specializations
 - Have completed 12 semester hours of graduate work or equivalent
 - Have a minimum grade point average of 3.5 on a 4.0 scale
 - Be recommended by the FCS faculty
- III. Professionals not previously initiated into the honor society and those with degrees outside the profession who are making distinctive contributions are eligible, based upon minimum undergraduate or graduate student criteria



Scholarships Available

Dale and Joan Coleman Endowed Scholarship

Mildred L. Bell Endowed Family and Consumer Sciences Scholarship

Science & Nursing Advisory Council Scholarship

Reba F. Sloan Dietetics Scholarship

Sharen Crockett Child Development Scholarship

(All eligible students will be notified of the application dates.)



Phyllis Cooke Memorial Loan Fund

Established by James R. Cooke in memory of his wife for needy family and consumer sciences majors, preferably majors in dietetics. Interested students should contact the Student Financial Services office, ext. 4257.



Annual Student Awards

Outstanding FCS Senior Award

Distinguished FCS Service Award

Outstanding Senior in the Major Award

Child Development

Child Life

Dietetics

Family and Consumer Sciences

Family and Consumer Sciences Education

Family Life Education

Fashion Merchandising

Interiors Merchandising

Professional Promise Award

Expectations of Students

I. General Expectations:

As a student enrolled in the Department of Family and Consumer Sciences and Harding University, you are expected to be a Christian example and goodwill ambassador for the Department and the University. Specifically, each student is expected to:

- A. Abide by all rules and regulations of Harding University and the Department of Family and Consumer Sciences.
- B. Take an active role in the educational process and preprofessional programs provided by the Department and the University to foster spiritual, intellectual, social, emotional, and physical growth.
- C. Promote a positive environment for learning/teaching for everyone, by:
 - 1. turning off all pagers and phones during class or other required class activities; and,
 - 2. making arrangements for your children during class time or other required class activities. Should unusual or emergency situations arise, the student must make arrangements in advance with the instructor of the class or activity.
- D. Promote Academic Honesty by abiding by the Harding University Academic Integrity Code of Conduct:
 - 1. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. Your FCS instructors, pledge that we will strive for honesty and integrity in how we handle the content of all courses and in how we interact with each of you. We ask that you join us in pledging to do the same.
 - 2. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

II. Department of Family and Consumer Sciences Attendance Policy:

Class attendance and participation, as well as promptness to class, are important links to learning. Further, the characteristics of responsibility and dependability are critical to professional success.

As a part of the pre-professional experience, students are expected to be in attendance for all classes and laboratories for the entire time period. Absences are excused consistent with University policy, for illness, personal or family emergencies, or official representation of the University. See pp. 29-30 of Student Handbook for more complete description of University policy. Excused absences are posted on Pipeline by the appropriate administrative office. Notification prior to the absence is expected. If prior notification is not possible, the student should inform the instructor at the first class meeting following the excused absence. Absences not posted on Pipeline will be considered unexcused. Three tardies (after the bell has rung) count as one absence. Accumulation of * three unexcused absences will result in a letter of warning being sent to the student. It is the responsibility of the student to schedule a meeting with the instructor immediately to discuss class attendance and participation in the class. If the conditions established are violated by the student a grade of "WF" for the class will be given. The student may not drop the class with a "W" after a grade of "WF" has been given. The number of unexcused absences are:

- * 3 for 3 hour course
- * 2 for 2 hour course
- * 1 for 1 hour course

III. Professional Development Programs:

The Department of Family and Consumer Sciences offers a variety of programs designed to foster professional development of students and faculty. Funding for some of these activities are provided by donors who are concerned that we have an opportunity to network with national and international experts in the field, as well as having access to the latest knowledge, and principles of practice. Attendance at these events is expected of all family and consumer sciences majors. It is important that you participate to the fullest extent possible. These professional development programs give you a competitive edge in the job market. Listed below are the key programs offered by the FCS Department.

- A. **Coleman Distinguished Family and Consumer Sciences Lecture Series:** This program is funded by the Coleman Trust Fund of Dumas, Texas. Students and faculty are fortunate to hear a variety of nationally and internationally known speakers. Subject matter specialties addressed by speakers will alternate; all FCS majors are expected to attend all of these lectures.
- B. **Field Trips:** On-site visits to locations locally, in state, and out-of-state are critical in several courses. Students are expected to attend and fully participate in these trips.
- C. **Teleconferences/Webinars:** The Department is committed to distance learning. We have the opportunity throughout the year to tap into many national and international satellite/Internet conferences. All FCS majors are invited to these and in specific cases, students may be required to attend.

Independent Study Guidelines

FCS 450: INDEPENDENT STUDY. (1-3) Offered on demand. Course content is adapted to specific needs of seniors. May be repeated for a maximum of 6 hours credit in any area. Prerequisite: Consent of instructor and department chair.

Other courses in the Department are offered for the following reasons:

1. International programs.
2. If there are conflicts that cannot otherwise be resolved by the teacher, academic advisor or department chair.

Unacceptable reasons for courses being requested as independent study courses:

1. If the course is being taught in a regular semester prior to graduation.
2. Convenience of student.
3. In lieu of class attendance.
4. Planning by student to be off-campus for the last 8 hours.

Procedure:

1. Students who plan to be off campus for the last 8 hours must take hours in the major on campus; liberal arts courses should be taken off-campus to complete the degree.
2. The student is to respectfully request of the teacher the needed course, the appropriate form must be signed by the teacher, then by the department chair, and then taken to the registrar.
3. All independent study courses must be completed by 4:30 p.m. on Friday prior to final exam week.

Guidelines for Submitting Abstracts

1. An abstract is a summary of the important points or the concentrated essence of the research project or an article. The abstract should condense the entire article into a few paragraphs. It should generally be at least 100 but not more than 300 words. It should be concise and effective in describing the article.
2. An abstract of a research study serves to briefly answer the basic questions of what was studied, how it was done and what were the results, conclusions and/or implications.
3. Each abstract should be typed, double-spaced with 1-inch margins.
4. Plagiarism must be avoided. Plagiarism is copying from the article. If a direct quote is used, put in quotation marks.
5. Citation of the reading must be given using the APA format.

Use of FCS Facilities

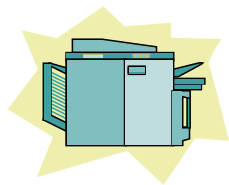
(OH rooms 100, 200, 206, 206A, 207, 225, 226)

1. All of these rooms are scheduled by Mrs. Meredith Boutell, Administrative Assistant and Facilities Manager, FCS Department. Her office is located in OH 210.
2. If you desire to use any of the rooms listed above (day, night, or weekends), you must check the availability with Mrs. Boutell and place it on the master schedule.
3. In accordance with Harding University policy, rooms and equipment are for academic use only, not for personal use.
4. OH 212A (Academic Support) and OH 220 (Faculty Conference Room) are for faculty and staff use **ONLY**. Students should only enter with permission of faculty.
5. The facilities are locked at 5:00 p.m. on weekdays and remain locked on the weekends. If you need to use the facilities during the “locked” hours, schedule the use with Mrs. Boutell and she will complete the arrangements with the Security Office according to University policy. A faculty member must be present for these events.
6. Food and drink are not permitted in the Computer Laboratory (OH 206A) or around the computerized sewing equipment in OH 200.
7. It is expected that all of us (faculty, staff and students) will leave the facilities clean and in order.
8. Resources in OH 206, except for reference materials, can be checked out overnight. The resources must be back in the FCS Resource Room by 9:45 a.m. the next day. There is a Checkout Notebook in Mrs. Boutell’s office on the side table. Items not returned will be billed to you.
9. If you need to use any of the facilities in the evenings or on weekends, you must do so in groups of at least two people. This is for your personal safety.
10. When using the computer laboratory, OH 206A, use your personal disk to store your work. This laboratory is shared by the Department of Family and Consumer Sciences and the College of Nursing. We cannot be responsible for projects stored on the hard disk.
11. If you discover needs or problems in the facilities, please notify Mrs. Boutell immediately.
12. **Computer Use (OH 206A)**
 - ☞ Come to lab with clean hands.

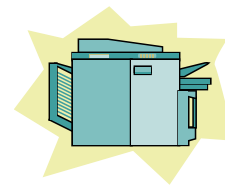
- ☞ Operate the equipment properly.
- ☞ Do not change any settings on the computer.
- ☞ Treat the computers with care, use light touches on computers, keyboards, and mice.
- ☞ No gum, candy or other food is permitted.
- ☞ Follow all University policies in the use of the computer – absolutely no software piracy!
- ☞ Before leaving the lab:
 - Save your work to a CD, thumb drive or your M: drive.
 - Quit the application.
 - Take your printouts.
 - Clean up your area of work.

Special Notations for All Users:

1. Computer use is limited to classroom, course related, or personal education use. Personal educational use includes such things as reading electronic mail, writing your resume, use of library systems, use of other information systems, learning a software package or computer language, etc.
2. Computer use is restricted to non-profit use only, and no commercial use of any kind is allowed.
3. Printing is **only** allowed for classroom or course related documents.
4. Use paper in a responsible manner – do **not** print personal correspondence, including e-mails or full-page slides.



Photocopying



1. If you are teaching a class or conducting a workshop assigned by your teacher as part of the required curriculum, the FCS Department will pay for the cost of photocopying. You must get the handouts needed to Mrs. Boutell **AT LEAST TWO DAYS IN ADVANCE** of the class or workshop. Otherwise, you will be responsible for payment and copying of the material yourself.
2. Photocopies for personal use may be made at the Media Center or the Brackett Library. You must pay the cost of the service.

FCS 267: Field Experience/Internship Guidelines

Students who enroll in FCS 267: Field Experience must purchase the FCS 267 Workbook from Mrs. Meredith Boutell, OH 210. Cost of the workbook is \$5.00.

Disabilities Policy

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Disability Statement for International Programs

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

Since students on an international campus will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel), as well as, intense academics the semester he/she is abroad.

APPENDIX A

Resources for Academic and Career Success

Resources for Academic Success Harding University

Resources for Academic Success Harding University

- **Academic Advising Center**
Coordinator: **Jake Brownfield**
222 Student Center
Ext. 4531
- **Academic Resources Center**
Supplemental Instruction Supervisor:
Stephanie O'Brian
334 Thornton Room
Ext. 4220
- **Advance Program**
Director: Chris Pruitt
Office: 210B American Studies
Lab: 206 American Studies
Ext. 4054
- **Career Counseling and Placement Center**
Director: Deb Bashaw
239 Student Center
Ext. 4454
- **Counseling Center**
Director: Dr. Lew Moore
313 McInteer
Ext. 4347
- **Health Services Center**
Director: Lynn McCarty
605 East Center Street
Ext. 4346
- **TRIO Student Support Services**
Director: Dr. Jim Johnston
100 Lee Academic Center
Ext. 4028
- **Writing Center**
Director: Dr. Ken Hammes
325 American Studies Building
Ext. 4627
- **Coleman Computer Lab**
206-A Olen Hendrix
Ext. 2489
- **Coleman FCS Resource Room**
206 Olen Hendrix

Department of Family and Consumer Sciences

Career Resources

Computer Lab, OH 206A

Current Jobs, Internships, and Field Experiences are posted.

Coleman FCS Resource Room - OH 206

- ❖ Career Videos
 - Careers in Fashion
 - Assembling Your Portfolio

- ❖ Books
 - The WetFeet Insider Guide to Getting Your Ideal Internship
 - Untangling the Nutrition Web in Career Development
 - The Student's Federal Career Guide
 - Child Life Council Anthology of Focus
 - Making a Difference, Strengthening Marriages and Families
 - Creating Your Career Portfolio: At a Glance Guide for Dietitians
 - Careers: Professional Development for Retailing and Apparel Merchandising
 - Etiquette Class (Carolyn Jones)
 - College Majors Handbook, 2nd edition
 - Job Seekers Online Goldmine
 - College Success Guide: Top 12 Secrets of Student Success
 - Seniors Resource Handbook
 - Creating E-Portfolios Using PowerPoint
 - Marketing Yourself Handbook
 - Knock 'em Dead: Job Search Kit

APPENDIX B

Degree Plans

Suggested 4-Year Program
For
Child Development (CHDV)

(Effective: Fall, 2011)

<u>First Year</u>	<u>F</u>	<u>S</u>	<u>Second Year</u>	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2	BOLD 203, BOLD 207	2	2
ART 101, , MUS 101 or COMT 101, FCS 205	3	3	FCS 251, IS 101	3	3
ENG 111, KINS 101	3	2	SOC 203, BIOL 111 or 113	3	3
COMO 101, MATH 151 or higher	3	3	ENG 211; 201 or 202	3	3
FCS 100, PSY 201	2	3	KINS, HED 202	1	3
HIST 101 or 102, 110 or 111	<u>3</u>	<u>3</u>	PHSC, *Global Literacy	<u>3</u>	<u>3</u>
	16	16		15	17
<u>Third Year</u>	<u>F</u>	<u>S</u>	<u>Fourth Year</u>	<u>F</u>	<u>S</u>
Bible, BDOC 354	2	2	Bible	2	2
FCS 322, 323	3	3	FCS 350, FCS 426	3	3
FCS 349, *Global Literacy	3	3	FCS 430, FCS 425	3	3
FCS 340; FCS 378	3	3	SWK 410, SWK 402	3	3
SWK 395, FCS 267	3	3	FCS 400, Electives	1	4
FCS 352, FCS 391	<u>3</u>	<u>3</u>	Electives	<u>3</u>	—
	17	17		15	15

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325: IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

Suggested 4-Year Program
For
Child Life Specialist (CHLS)

(Effective: Fall, 2011)

<u>First Year</u>	<u>F</u>	<u>S</u>	<u>Second Year</u>	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2	BOLD 203, BOLD 207	2	2
ART 101, MUS 101 or COMT 101, FCS 205	3	3	FCS 251, IS 101	3	3
ENG 111, KINS 101	3	2	SOC 203, BIOL 111 or 113	3	3
COMO 101, MATH 151 or higher	3	3	ENG 211; 201 or 202	3	3
FCS 100, PSY 201	2	3	KINS, HED 202	1	3
HIST 101 or 102, 110 or 111	<u>3</u>	<u>3</u>	PHSC, *Global Literacy	<u>3</u>	<u>3</u>
	16	16		15	17
 <u>Third Year</u>	 <u>F</u>	 <u>S</u>	 <u>Fourth Year</u>	 <u>F</u>	 <u>S</u>
Bible	2	2	Bible, BDOC 354	2	2
FCS 322, 323	3	3	Electives, FCS 426	3	3
FCS 349, *Global Literacy	3	3	FCS 430, FCS 425	3	3
SWK 395, FCS 267	3	3	SWK 410	3	
FCS 352, FCS 461	3	1	FCS 375; Electives	3	4
FCS 391, FCS 378	<u>3</u>	<u>3</u>	FCS 400, SWK 402	1	3
			FCS 374	<u>2</u>	—
	17	15		17	15

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325; IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

Degree Program
For
Didactic Program in Dietetics (DPD)
(DIET)

(Effective: Fall, 2011)

First Year

	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2
FCS 102, ENG 111	3	3
HIST 101 or 102, PSY 201	3	3
MATH 151, BIOL 113	3	3
KINS 101, FCS 100	2	2
CHEM 121, 122	<u>4</u>	<u>4</u>
	17	17

Second Year

	<u>F</u>	<u>S</u>
BOLD 203, BOLD 207	2	2
COMO 101, CHEM 215 & 216	3	4
POLS 205, FCS 205	3	3
MATH 200, FCS 240	3	3
ENG 211, IS 101	3	3
ART 101, MUS 101 or COMT 101, KINS	<u>3</u>	<u>1</u>
	17	16

Third Year

	<u>F</u>	<u>S</u>
Bible	2	2
CHEM 324, ENG 201 or 202	3	3
FCS 331, HIST 110 or 111	3	3
FCS 300, FCS 434	2	2
FCS 380, BIOL 271	3	4
MKTG 240	3	
FCS 435 or 436		<u>3</u>
	16	17

Fourth Year

	<u>F</u>	<u>S</u>
Bible	2	2
*Global Literacy, FCS 431	3	3
FCS 420, 424	3	3
FCS 433	3	
KINS 407 or 411, FCS 435 or 436	3	3
FCS 400		1
FCS 415		3
*Global Literacy, FCS 461	<u>3</u>	<u>1</u>
	17	16

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325; IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

The Harding University Didactic Program in Dietetics (DPD) is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 102 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600 ext. 5400.

Suggested 4-Year Program
For
Family and Consumer Sciences Major
(FCS)

(Effective: Fall, 2011)

First Year

	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2
FCS 101, PSY 201	3	3
ENG. 111, FCS 205	3	3
KINS 101, HIST 110 or 111	2	3
FCS 100, PHSC	2	3
HIST 101 or 102, MUS 101, ART 101 or COMT 101	<u>3</u>	<u>3</u>
	15	17

Second Year

	<u>F</u>	<u>S</u>
BOLD 203, BOLD 207	2	2
FCS 251, COMO 101	3	3
FCS 102, FCS 240	3	3
ENG 211, 201 or 202	3	3
KINS, SOC 203	1	3
FCS 203, IS 101	<u>3</u>	<u>3</u>
	15	17

Third Year

	<u>F</u>	<u>S</u>
Bible	2	2
FCS 322, 323	3	3
FCS 331, Electives	3	3
*Global Literacy, FCS 267	3	3
BIOL 111 or 113, MATH 151 or higher	3	3
FCS 340, *Global Literacy	<u>3</u>	<u>3</u>
	17	17

Fourth Year

	<u>F</u>	<u>S</u>
Bible	2	2
FCS 406, 405	3	3
FCS 430, FCS 400	3	1
FCS 391, FCS 311 or 413	3	3
Electives	<u>4</u>	<u>6</u>
	15	15

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325: IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

Suggested 4-Year Program
For
Family and Consumer Sciences Education Major
(FCSE)

(Effective: Fall, 2011)

First Year

	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2
FCS 102, FCS 101	3	3
ART 101, HIST 101 or 102	3	3
ENG. 113, FCS 205	3	3
KINS 101, MATH 151 or 171	2	3
FCS 100, COMO 101	2	3
PHSC 111, 112, 113, 114 or 115	<u>3</u>	<u> </u>
	18	17

Second Year

	<u>F</u>	<u>S</u>
BOLD 203, BOLD 207	2	2
CHEM 114, BIOL 111 or 113	4	3
FCS 203, 240	3	3
FCS 251, POLS 205	3	3
ENG 211, 201 or 202	3	3
EDFD 200 and 202, FCS 323	3	3
KINS Activity	<u> </u>	<u>1</u>
	18	18

Third Year

	<u>F</u>	<u>S</u>
Bible	2	2
FCS 401, 311 or 413	1	3
FCS 322, *Global Literacy	3	3
HED 203, SEED 314	3	3
EDFD 311, FCS 331	4	3
FCS 340, 405	<u>3</u>	<u>3</u>
	16	17

Fourth Year

	<u>F</u>	<u>S</u>
Bible	2	
FCS 406, SEED 417	3	2
*Global Literacy, SEED 424	3	3
FCS 391, SEED 451	3	8
HIST 110 or 111, SPED 418	3	2
FCS 430, SEED 480	3	1
FCS 400	<u>1</u>	<u> </u>
	18	16

NOTE: Must follow policies outlined in Teacher Education Program for Certification.

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435;GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325: IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

Suggested 4-Year Program
For
Family Life Education (FLED)

(Effective: Fall, 2011)

<u>First Year</u>	<u>F</u>	<u>S</u>	<u>Second Year</u>	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2	BOLD 203, BOLD 207	2	2
ART 101, MUS 101 or COMT 101, FCS 205	3	3	FCS 251, IS 101	3	3
ENG 111, KINS 101	3	2	SOC 203, BIOL 111 or 113	3	3
COMO 101, MATH 151 or higher	3	3	ENG 211; 201 or 202	3	3
FCS 100, PSY 201	2	3	KINS, FCS 240	1	3
HIST 101 or 102, 110 or 111	<u>3</u>	<u>3</u>	POLS 205, PHSC	<u>3</u>	<u>3</u>
	16	16		15	17
<u>Third Year</u>	<u>F</u>	<u>S</u>	<u>Fourth Year</u>	<u>F</u>	<u>S</u>
Bible, BDOC 354	2	2	Bible	2	2
FCS 322, 323	3	3	FCS 391, FCS 427	3	3
FCS 331, *Global Literacy	3	3	FCS 430, *Global Literacy	3	3
FCS 340; FCS 426	3	3	Electives	3	4
SWK 395, FCS 267	3	3	FCS 352, COMO 260	3	3
SWK 345, 410	<u>3</u>	<u>3</u>	FCS 400	<u>1</u>	___
	17	17		15	15

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325: IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements

Must take HIST 101 or 102 and POLS 205.

Suggested 4-Year Program
For
Fashion Merchandising Major
(FMER)

(Effective: Fall, 2011)

First Year

	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2
FCS 101, FCS 205	3	3
ENG 111 or 113, IS 101	3	3
KINS 101, ART 101, MUS 101 or COMT 101	2	3
CHEM 114, COMO 101	4	3
FCS 100, HIST 101 or 102	<u>2</u>	<u>3</u>
	16	17

Second Year

	<u>F</u>	<u>S</u>
BOLD 203, BOLD 207	2	2
FCS 203, HIST 110 or 111	3	3
FCS 260; MATH 151	3	3
ENG 211, 201 or 202	3	3
Acct 205, BIOL 111 or 113	3	3
Econ 201; FCS 261	<u>3</u>	<u>3</u>
	17	17

Third Year

	<u>F</u>	<u>S</u>
Bible	2	2
Mktg 240, 331	3	3
FCS 263, COMM177	3	2
FCS 309, KINS ACT	3	1
*Global Literacy, PRS 336	3	3
PSY 201, FCS 301 & 311	<u>3</u>	<u>4</u>
	17	15

Fourth Year

	<u>F</u>	<u>S</u>
Bible, Bus 435	2	3
Global Literacy, FCS 301 & 413	3	4
FCS 391, FCS 267	3	3
Mgt 368, FCS 400	3	1
Electives	<u>4</u>	<u>3</u>
	15	14

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325; IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements

Must take HIST 101 or 102 and POLS 205.

Suggested 4-Year Program
For
Interiors Merchandising Major
(IMER)

(Effective: Fall, 2011)

First Year

	<u>F</u>	<u>S</u>
BNEW 111, BNEW 113	2	2
FCS 100, FCS 205	2	3
ENG 111 or 113, IS 101	3	3
KINS ACT, BIOL 111 or 113	1	3
CHEM 114, KINS 101	4	2
COMO101, HIST 101 or 102	<u>3</u>	<u>3</u>
	15	16

Second Year

	<u>F</u>	<u>S</u>
BOLD 203, BOLD 207	2	2
FCS 203, HIST 110 or 111	3	3
FCS 260; Econ 201	3	3
ENG 211, 201 or 202	3	3
MATH 151, FCS 298	3	3
ART 101, MUS 101 or COMT 101, COMM 177	<u>3</u>	<u>2</u>
	17	16

Third Year

	<u>F</u>	<u>S</u>
Bible	2	2
FCS 263, Mgt 368	3	3
MKGT 240, 331	3	3
PSY 201, FCS 310	3	1
PrS 336, FCS 252	3	3
*Global Literacy, Acct 205	<u>3</u>	<u>3</u>
	17	15

Fourth Year

	<u>F</u>	<u>S</u>
Bible, Bus 435	2	3
FCS 391, FCS 310	3	1
FCS 267, FCS 412	3	3
FCS 406, 405	3	3
FCS 400, Global Literacy	1	3
Electives	<u>4</u>	<u>3</u>
	16	16

***Global Literacy** - 6 hours from:

Select from any modern foreign language courses; GRK 171, 172, 271 or 272 if taken at HUG; ANTH 250; (if BMIS 386 is not used) ART 434;; BIOL 250 (cannot use for Natural World credit if used for global literacy); BMIS 280, 386, 387, or 388; COMT 306; ENGR 330 and 331; FIM 445; FIN 435; GEOG 302 or 303; HIST 209, 211, 213, or 215; HNRS 204; HUM 201; HUM 273 (limited to 3 hours); IB 325; IB 345; INST 310; NURS 305 or 413, NURS 344; POLS 202; SOCS 301; SWK 360.

NOTES:

- * Only one BMIS course may count for global literacy.
- * Only one course may count for both Bible and global literacy.

International Student Requirements
Must take HIST 101 or 102 and POLS 205.

APPENDIX C

FCS Education Documents

Harding University

Family and Consumer Sciences Education

Department of Family and Consumer Sciences
College of Sciences



Olen Hendrix

Degree: B.S. in Family and Consumer Sciences Education

Contact:

Dr. Denise Fisher, CFCS, CFLE
Department of Family and Consumer Sciences
Box 12233, Harding University
Searcy, AR 72149-2233

Phone: 501.279.4667

E-mail: dfisher@harding.edu

Description of Major

The Family and Consumer Sciences Education program prepares students to teach in middle and secondary schools or adult and vocational-technical programs; graduates are also prepared for careers in Cooperative Extension, business, government, and the non-profit sector. Observation experiences and student teaching are required. The program meets the requirements for teacher licensure as set forth by the Arkansas State Department of Education and qualifies graduates to teach in secondary schools under the requirements of the Federal Vocational Acts.

Employment Opportunities

Family and consumer sciences educators may work with youth or adults and have many different job titles. Currently, the nation is experiencing a severe shortage of family and consumer sciences teachers so employment opportunities are readily available.

Some examples of job titles include:

- Consumer Affairs Director
- Consumer Affairs Manager
- Cooperative Extension FCS or 4-H Agent
- Educational Consultant
- Family Liaison
- Housing Counselor
- Middle, junior or senior high school teacher
- Parent Educator/Coordinator
- Residential Manager
- Transition Coordinator
- Work-Life Manager

JUST TO NAME A FEW!

Representative Employers: Public and Private Schools, Businesses and Corporations, Nonprofit Organizations, Cooperative Extension Agencies, Local, State, or Federal Agencies, Youth Organizations, Consumer Affairs Organizations, Public Policy Organizations.

Accreditation

The teacher education programs are accredited by the National Council for Accreditation of Teachers Education (NCATE) and approved by the Arkansas Department of Education.

**Bachelor of Sciences Degree
Family and Consumer Sciences Education Major (FCSE)**

REQUIREMENTS	HOURS
Liberal Arts:	35
Student must take MATH 151 or 171; BIOL 113; POLS 205; ART 101; PHS 111, 112, 113, or 115 (not 116); FCS 323 in place of PSY 201/EDFD 203. These are counted below in the hours required for the major.	
FCS Program Foundations:	6
FCS 100, 205, 400	
Family and Consumer Sciences Core:	62
FCS 101, 102, 203, 240, 251, 311 or 413, 322, 323, 331,340, 391, 401, 405, 406, 430; ART 101; CHEM 114; MATH 151 or 171; BIOL 111 or 113; PHS 111, 112, 113 or 115; POLS 205	
Licensure:	29
EDFD 200, 202, 311; SEED 314, 417, 424, 451, 480; SPED 418; HED 203. Consult the College of Education catalog section for additional licensure information.	
Remaining Bible:	6
Bible is not required during the supervised teaching semester.	
TOTAL HOURS	138

Outside the Classroom

Students are encouraged to join the American Association of Family and Consumer Sciences and the Arkansas Affiliate. This student organization sponsors trips to state and national conferences where students can interact with professionals in the field. High-achieving students may be selected for membership in Kappa Omicron Nu, an honorary society that recognizes scholarship in the field of family and consumer sciences. Harding’s chapter of KON is Nu Delta. The professional associations and honor societies provide excellent opportunities for students to develop leadership skills.

Family and Consumer Sciences Education Major Checklist for Degree Completion

To be completed BEFORE the end of your sophomore year:

- _____ Complete ENG 113 and ENG 211 with a minimum grade of "C"
- _____ Complete COMO 101 with a minimum grade of "C"
- _____ Complete MATH 151 with a minimum grade of "C"
- _____ Complete EDFD 202 with a minimum grade of "C"
- _____ Complete FCS 323 with a minimum grade of "C" (This is taken in lieu of the EDFD 203 requirement.)
- _____ Complete 45 hours with a GPA of 2.5 or higher
- _____ Take the Praxis I Exam with scores at or above: Reading 172
Writing 173
Math 171

The Praxis I and II may be taken at Harding University on:

September 17, 2011

November 12, 2011

March 10, 2012

April 28, 2012

July 21, 2012

Sign up online at www.ets.org/praxis. A fee is charged by the Educational Testing Service. For alternate testing centers and dates check www.ets.org.

To be completed during the second semester of your sophomore year:

- _____ File Application for Admission to the Teacher Education Program.
(Application packets may be picked up in Thornton Education Center 130.)
Return application form (Form A) to Thornton Education Center 130.
- _____ Complete and submit Student Reference Request and FERPA Release Form and "Cause for Non-Issuance of a Teaching Certificate" Statement. Return to Thornton Education Center 130 (Forms B & C).
- _____ Submit Curriculum Plan (Form E) showing a program of study for final four semesters. This must be signed by your major advisor and submitted to Thornton Education Center 130.

- _____ Have recommendation forms (Form D) completed by Dr. Wilson and three faculty members from whom courses have been taken or are being taken. Faculty member will mail these directly to the Teacher Education Program.
- _____ Maintain a 2.5 GPA.

At least one semester before the Supervised Teaching semester:

- _____ Request admission to supervised teaching in Thornton Education Center 130. (Deadlines are October 1 and March 1)
- _____ Complete all catalogued prerequisites to the supervised teaching semester. Family and consumer sciences majors must have 32 FCS requirements completed.
- _____ SEED 424 is a **Spring only** course. Be sure to take this course the spring **before** if you are scheduled to complete supervised teaching in the fall. If you are completing supervised teaching in the spring it may be taken during that semester.
- _____ You must have a minimum 2.5 GPA in professional, content, and specialization courses for the major, with a minimum grade of "C" in each required professional education course.
- _____ File a request for degree with the registrar.
- _____ Take the Praxis II exam. Qualifying score for Family and Consumer Sciences is 153 or above. Qualifying score for Principles of Learning and Teaching: Grades 7-12 is 164 or above.

The Praxis I and II may be taken at Harding University on:

September 17, 2011

November 12, 2011

March 10, 2012

April 28, 2012

July 21, 2012

Sign up online at www.ets.org/praxis. A fee is charged by the Educational Testing Service. For alternate testing centers and dates check www.ets.org. You will need to go on-line to register for all testing centers.

APPENDIX D

Typical Job Titles in FCS

Job Titles for Positions in Family and Consumer Sciences
Prepared by
Dr. Beth Wilson, CFCS, CFLE
Professor and Chair, Department of Family and Consumer Sciences
Harding University
Searcy, AR
Fall, 2011

The profession of Family and Consumer Sciences provides an exciting, diverse array of career opportunities, both in generalist positions and areas of specialization. The purpose of this document is to help college students explore career options and job titles that best suit their personal, professional, and spiritual goals. To locate just the right niche, job applicants must become familiar with the current job market and typical job titles. The modern job market is constantly changing with new opportunities being created continuously.

Fashion Merchandising/Apparel and Textile Design and Merchandising

Apparel Manufacturing Director	Junior Merchandiser
Assistant Buyer	Managing Color Analyst
Assistant Designer	Manufacturer Sales Representative
Assistant to Fashion Director	Marketing Coordinator
Assistant Manager	Merchandise Analyst
Assistant Product Development Manager	Merchandise Manager Planner
Assistant Sales Leader	Merchandise
Assistant Store Manager	National Merchandise Manager
Associate Buyer	Product Development Manager
Business Development Manager	Purchasing Agent
Buyer	Quality Assurance Assistant Manager
Color Specialist/Manager/Colorist	Retail Fashion Assistant Manager
Co-Manager	Retail Store Manager
Department Manager	Sales Leader
Department Supervisor	Sales Coordinator
Designer	Sales Consultant
District Visual Manager	Sales Manager
Divisional Merchandise Manager	Sales Representative
Educational Marketer	Senior Designer
Fashion Design Instructor	Store Manager
Fashion Director	Teacher
Fashion Retail Management	Technical Designer
Fashion Stylist	Territory Sales Representative
Fashion Writer/Editor	Textile Technologist
Field Visual Merchandiser	Trend Specialist
Fit Model	Visual Display Associate
Interactive Designer	Visual Merchandising Manager

Interiors Merchandising

Advertising Coordinator
Allocation Analyst
Assistant Designer
Assistant Manager
Assistant Showroom Designer
Associate Planner
Buyer
Commercial Furniture Store Manager
Customer Service Associate
Customer Service Supervisor
Design and Sales Consultant
Design Associate
Design Consultant
District Retail Manager
Equipment Consultant
Events Coordinator
Exhibitor Service Representative
Field Merchandiser
Forecast Analyst
Furniture Sales Consultant
Furniture Sales Representative
Furniture/Product Designer
Historic Preservationist
Home Furnishings Consultant
Housing Counselor
Housing Inspector
In-Home Designer
Interior Decorator
Interiors Buyer
Interiors Illustrator
Kitchen and Bath Designer
Manufacturer's Sales Representative
Marketing Analyst
Marketing Coordinator
Marketing Representative
Merchandise Distributor
Merchandise Planner
Merchandising Assistant
Planner
Price Management Analyst
Product Designer
Product Development Manager
Product Specialist
Promotion Specialist
Purchasing Administrator
Purchasing Coordinator
Regional Merchandising Manager
Replenishment Analyst
Residential Property Manager
Residential Retail Furniture Store Manager
Retail Buyer/Merchandiser
Retail Manager
Sales Consultant
Sales Coordinator
Sales Manager
Sales Representative
Showroom Manager
Space Planner
Store Manager
Store Owner or Manager
Teacher
Urban Planner
Visual Display Manager
Visual Display Specialist
Visual Merchandiser
Window Designer

Food, Food Service, Dietetics, and Human Nutrition

Associate Food Technologist
Banquet Manager
Cafeteria Manager
Caterer
Child Nutrition Associate
Child Nutrition Policy Analyst
Clinical Dietitian
Clinical Nutrition Manager
Club Manager
College Teacher: Food Science, Nutrition, Foodservice Management
Community Dietitian
Community Nutritionist
Conference Service Manager
Cooperative Extension Associate/Specialist/Agent
Corporate Dining Manager
Corporate Nutrition Speaker
Diabetes Educator
Diet Center Director
Dietary Interviewer

Director of Quality Management
Director, Coalition Against Hunger
Education and Training Specialist
Extension Education for Nutrition and Food Safety
Family and Community Health Sciences Coordinator
Farm to School Coordinator
Field Service Specialist
Flavor Chemist
Food and Beverage Manager
Food Broker
Food Editor
Food Marketing Specialist
Food Marketing Manager
Food Packaging Specialist
Food Safety Inspector
Food Safety Microbiologist
Food Scientist

Food Service Director
Food Service Management Consultant
Food Service Sales Representative
Food Service Systems Design Specialist
Food Specialist
Food Technologist
Front Office Manager
Health and Fitness Advisor
Healthcare/School Food Service Director

Hospitality Services Administrator
Lifestyle Counselor/Dietitian/Nutritionist
Marketing Director
New Food Product Developer
Nutrition Coach
Nutrition Consultant
Nutrition Educator
Nutrition Education Coordinator
Nutrition Outreach Manager
Nutrition Program Consultant
Nutrition Education and Training (NET) Program Supervisor
Patient Services Manager
Pediatrics Dietitian
Pharmaceutical Sales Representative
Prevention Specialist – Nutrition
Program Coordinator
Public Health Nutritionist
Purchasing Agent
Quality Assurance Manager
Regional Sales Leader
Renal Dietitian
Research Chef
Research Dietitian
Research Scientist
Restaurant Manager
Sports Nutritionist
Sports/Wellness Nutritionist/Dietitian

Supervisory Dietitian

Supplemental Nutrition Assistance Program
Coordinator

Technical Sales

Territory Sales Manager

WIC Nutrition Coordinator

WIC Nutritionist

Child Development/Child Life/Family Life Education

Activities Director
Adoption Case Worker
Adult Education Provider/Teacher
After School Program Supervisor/Teacher
Bereavement Counselor
Career Counselor
Case Worker
Child Abuse Caseworker
Child Advocate
Child Development Specialist
Child and Family Consultant
Child Care Assistant Manager
Child Care Director
Child Care Resources Specialist
Child Care Associate
Child Protective Investigator/Specialist/Caseworker
Child Care Teacher/Director
Child Life Specialist
Child Life Specialist I
Child Life Assistant
Child Life Teacher I
Children's Museum Director
College Teacher
Community Prevention Policy Manager
College/University Teacher
Community Educator
Community Relations Representative
Community Service Worker
Consultant
Consumer Educator
Cooperative Extension
Coordinator of Educational Programs
Corporate Trainer
Creative Arts/Child Life Pediatrics
Crisis Nursery
Curriculum Developer
Director of Community Center
Director of Education
Director of Media Relations
Director of Parent Services
Disability Counselor
Marketing Director
Nanny
Outreach Worker
Parent-Child Services Coordinator
Parent-Child Communication Specialist
Parent Educator
Peace Corps/VISTA Volunteer
Preschool, Toddler, and Infant Teacher
Probation Counselor
Public Health Educator
Recreation Program Director
Recreational Therapist
Rehabilitation Aide
Research Analyst
Researcher
Domestic Violence Specialist
Early Childhood Coordinator
Early Childhood Specialist
Early Head Start Teacher/Coordinator
Early Intervention Specialist
Early Learning Consultant
Education Coordinator/Consultant
Elder Care Director/Manager
Emergency Foods Project Director
Employee Assistance Program Provider
Entrepreneur
Family Advocate
Family Child Care Provider
Family Life Assistant
Family Life Educator
Family Living Educator
Family Planning Consultant
Family Program Coordinator
Family Service Worker
Family Specialist

Family Support Worker
Foster Care Case Worker
Freelance Writer
Geriatric Specialist
Government Affairs Specialist
Halfway House Resident Manager
Handicapped Service Worker
Head Start Teacher/Director
Head Start GPSS Regional T/TA Manager
Head Start Regional Manager
Head Start Regional Specialist
Home Visitor
Hospital Activity Therapist
Human Development Consultant
Infants, Toddlers, Preschool Specialist
Independent Living Instructor
Intervention Specialist
Life Skills Specialist
Residential Program Director
Retirement Facility Program Director
Support Specialist
Teenage Parenting Educator
Textbook Editor
Victim Advocate
Volunteer Coordinator
Vocational Counselor
Writer
Writer/Illustrator
Youth and Teen Director
Youth Counselor
Youth Leader/Director
Youth Prevention Coordinator
Youth Service Field Director

FCS Education

Activities Specialist
Adult Educator Instructor
Aging Service Director
Career Counselor
College Teaching
Community/Technical College Teacher
Consumer Affairs Agency Director
Consumer Affairs Director
Cooperative Extension or 4-H Agent
Corporate Health Programs
Corporate Trainer
Curriculum Developer
Day Care Teacher
Displaced Homemaker Teacher
Educational Consultant
Event Planner
Family Liaison

FACS Teacher
GOALS Instructor
Government Affairs Specialist
Grocery Store Home Economist
Housing Counselor
Middle, Junior and Senior High School Teaching
Nutrition Educator
Parent Educator
Preschool Teacher
Recreation Programs
Researcher
Residential Manager
Teenage Parenting Educator
Textbook Editor
Transition Coordinator
Work-life Manager
Writer

Other FCS Related Jobs

Assistant Wedding/Event Planner
Special Events Planner
Wedding Planner Assistant

Consumer Affairs, Financial, Consumer Economics

Account Executive
Benefits Analyst
Claims Adjuster
Collection Officer
Consumer Advocate/Representative
Consumer Affairs Specialist
Consumer Educator
Consumer Information Director
Consumer Services Nutritionist
Consumer/Test Kitchen Manager
Credit Union Manager
Customer Relations Manager
Customer Representative
Entrepreneur
Family Financial Advisor
Financial Aid Counselor
Financial Consultant
Financial Counselor
Food Editor
Fraud Investigator
Government Information Specialist
Insurance Agent
Investment Consultant
Investment Counselor
Legislative Aide
Loan Officer/Processor
Lobbyist
Marketing Representative
Member Service Representative
Personal Banker
Regional Coordinator
Relocation Services Manager
Retirement Counselor
Sales Manager
Service Representative
Social Security Representative