South Dakota State University

FCSE 411: Philosophy and Methods in FCSE
FCSE 331: Workforce Preparation
FCSE 412: Preparation for Student Teaching in FCSE

Concepts addressed:
Family and consumer Sciences Education

Note to students: this guide provides a list of topics to review; it is up to you, as the student, to review the topics prior to the PRAXIS; this study guide does NOT necessarily cover all concepts that might be included on the exam but provides a broad list of topics that might be included and would be helpful to you in your preparation for the PRAXIS exam.

Family and Consumer Sciences Education

- Philosophical and professional concerns: improvement for the quality of life; elimination of sex-role stereotypes; preparation of students for dual roles at home and work; integration of cognitive, affective and psychomotor skills necessary to function effectively as an individual and as a family member; roles of professional organizations in family and consumer sciences education
  - Historical foundations of the profession - ties to science mission of the profession, vision statement, etc.
  - Body of knowledge for the profession - the body of knowledge model
    - Basic Human Needs (Maslow) at core of profession: physiological, safety and security, love and belonging, self-esteem, self-actualization
    - Integrative nature of the profession
    - Synergistic, holistic approach
    - Current issues impacting families - how profession is involved
  - Balancing work and family issues
    - Work place policies conducive to balancing work and family
    - Time management strategies
  - Domains of learning:
    - Cognitive - concerned with rational learning, thinking and knowing
    - Affective - deals with emotional learning, caring and feeling
    - Psychomotor - relates to physical skills, manipulating and learning by doing
  - Professional organizations
    - Characteristics of a professional
    - Code of ethics for professionals: AAFCS code of ethics, NEA code of ethics
    - AAFCS - what is it? What is the mission of AAFCS?
    - ACTE? - what is it? What is the mission of ACTE?
- Characteristics of family/consumer education and of occupational family and consumer sciences education
  - Family and consumer sciences education is a part of career and technical education - why?

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o Describe how occupational courses are unique; how are they different from other courses in family and consumer sciences?
o Career clusters - what are career clusters?
o SCANS and Basic skills - what is their role in career and technical education
o School-based and work-based learning experiences - what is the role of each in preparing students for the workplace
o Curriculum frameworks for FCS - competency-based education, the perennial/practical problems approach, "understanding by design", the critical science perspective
o National and state standards for FCS - how were they developed; what is standards-based education?
o Constructivism

• Planning, implementation and evaluation: use of advisory committees in planning programs, setting and demonstration needs; role of youth organizations such as FCCLA; career education; impact of legislation; meeting the needs of special students; appropriate assessment techniques such as observation and quality checklists in laboratory settings
  o Advisory committees
    ▪ What are they?
    ▪ What purposes do they serve in program planning, implementation and evaluation of the program?
    ▪ Who should be on the advisory committee?
  o FCCLA
    ▪ What is FCCLA?
    ▪ What is the mission of FCCLA? What are the purposes of FCCLA?
    ▪ How is FCCLA structured?
    ▪ Integration of FCCLA in the classroom
    ▪ Service learning
  o Impact of legislation
    ▪ Carl Perkins legislation - what does it provide for local programs? (see www.actonline.org for the latest developments)
    ▪ What are current issues in career technical education?
    ▪ What did the Morrill Act provide?
    ▪ No Child Left Behind - how does CTE support the goals of NCLB?
  o Special students and considerations of in learner-centered instruction
    ▪ What is an IEP? What is the purpose of an IEP?
    ▪ Differentiated instruction - what is meant by differentiated instruction?
    ▪ Multiple intelligences - Howard Gardner
    ▪ Learning styles
  o Assessment
    ▪ Authentic assessment - principles of authentic assessment
    ▪ Portfolios
    ▪ Assessment of process versus product - what are appropriate strategies for assessing process?
    ▪ Project-based learning - role of project-based learning in assessment

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