



Fully Online Master's Degree Program in Family & Consumer Sciences Teacher Education

This online graduate program leads to a Master of Science in Education degree (MSEd) which is required for a Professional Certification in New York State. **This program is only open to teachers who are currently certified.** There are 10 courses in the program and it takes less than two years to complete. To apply to this program, go to [Graduate Admissions](#).

Benefits of Online FCS Courses at Queens College

- ❖ Affordable graduate courses that can be taken as part of the Master's program or just for PD.
- ❖ Courses taught by FACS educators with classroom experiences.
- ❖ Learn with other FACS teachers from around the state and from around the country.
- ❖ Courses focus on content and strategies to teach content in the secondary FACS classroom.
- ❖ A variety of technologies are used to create a community of learners in every course.

Graduate Course Descriptions Required in Master's Program

643. Teaching Diverse Student Populations Family and Consumer Sciences. 3 hr.; 3 cr.

Today's teachers are assuming considerably more responsibility for meeting the educational needs of students from diverse backgrounds and with diverse learning needs. Teaching students with special needs are often the greatest challenge for many teachers because they are not prepared to deal with this population. This course is designed to discuss who the diverse and special needs students are in today's schools and the tools and strategies needed to enhance their learning in the classroom. Specific instructional strategies and accommodations are discussed for the different types of special needs students and for the students with diverse needs and abilities. This course will provide teachers with the knowledge and confidence to meet all of their students' educational needs. **Spring (even)**

636. Technology Integration for teaching & Learning in FCS. 3 hr.; 3 cr.

This course provides teachers an opportunity to develop the skills necessary to effectively integrate technology into their curriculum, instruction, and assessment of FCS courses taught at the secondary level. A variety of digital tools will be explored and evaluated by the teachers for creating learner-driven activities that emphasize meaningful and responsible use of technology. **Fall (odd)**

731. Research I: Action Research in FCS Education. 3 hr.; 3 cr.

This course examines action research and its role in decision-making to improve educational practices. Teachers are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. **Fall (even)**

732: Research II: Assessment & Evaluation in FCS Education. 3 hr.; 3 cr. Prereq: FNES 731

This course focuses on using a variety of classroom assessments to improve student learning and teacher instruction. In Part II of the research sequence, teachers will use the Classroom Assessment Cycle to learn about different assessment techniques, how to plan an action research project, collect evidence of student learning, and use student data to improve instruction. **Spring (odd)**

747. An Analysis of Teaching Family and Consumer Sciences. 3 hr.; 3 cr. This course focuses on examining a variety of teaching models and developing reflective planning, teaching, and evaluation strategies for enhancing professional development. The course provides an opportunity for Family and Consumer Science teachers to explore their current ideas and teaching practices and compare them with the current research and with other educators. Emphasis will be placed on how to best address the needs, interests, abilities, and learning styles of diverse student populations. **Spring (even)**

748. Curriculum Development: Theories and Challenges for Family and Consumer Sciences. 3 hr.; 3 cr. This course provides an in-depth study of the conceptual framework and philosophy of Family and Consumer Sciences education and the challenges and opportunities the discipline presents for developing curriculum. Teachers will examine various approaches to curriculum development as well as the external forces and issues that impact curriculum content. Emphasis will be placed on how students, local community, society, and subject matter guide the curriculum planning process to develop goals and objectives that integrate National and NYS learning standards and actively engage students. **Summer**

753. Building Relationships Inside & Outside the Classroom. 3 hr.; 3 cr.
This course focuses on building and maintaining positive relationships within a school: students in the classroom and people outside the classroom like administrators, colleagues, and parents. Being able to productively work with others from different cultural backgrounds and diverse perspectives is an essential skill in today's world. Another key skill for teachers is learning how to best manage a classroom of students with a diversity of academic, social and emotional needs. This course provides teachers research-based strategies and best practices in developing a classroom environment that can build positive connections with students, partnerships with parents, and productive relationships with others in a school. **Fall (even)**

Graduate Course Descriptions for Electives (Three elective courses are required in the MSED)

727. The Meanings of Dress. 3 hr.; 3 cr.
The focus of this course is to expand awareness and understanding of the role dress plays in today's global society. The significance of dress will be investigated through different lenses that include psychology, sociology, culture, and sexual identity. How dress reflects self-expression, establishes social identities and affects interpersonal encounters will be examined and discussed.

728. New Trends in Textiles and Apparel. 3 hr.; 3 cr.
The study of the global textile and apparel industries and what influences trends to come and go. Discussions focus on cultural and societal trends, designer trends, and environmental trends that impact the industry. Learn how technology is changing the textile and apparel landscape to meet consumer demands and create unconventional textile products.

742. Child Study Lab in Family and Consumer Sciences. 3 hr. 3 cr. Prereq: Child Development course.
This course is intended for Family and Consumer Science teachers who seek to develop and/or enhance an Early Childhood program involving secondary students and nursery school children. In this course, we will evaluate the needs of the school and larger community, best practices in teacher education, curriculum and supervision of "student teachers" and program assessment.

745. The Child in the Family. 3 hr.; 3 cr.

This course is an overview of parenting styles and family dynamics and their effects on child development. The course will cover topics such as effective parenting skills, strategies for raising responsible children, birth order, and the impact of a child on a family. The emphasis of the course will be on methods used to teach these topics to adolescents in either a middle or high school setting. Controversial issues related to parenting and child development will also be discussed including breast vs. bottle feeding, ferberizing, and attachment parenting. This course will provide educators the knowledge and resources to teach adolescents what it means to be a responsible parent in today's world.

749. Home and Family Living. 3 hr.; 3 cr.

This course is about the changing American family, components of family functioning and the roles that are present in families that have an impact on social, emotional and cognitive development in children and adolescents. We will focus on family dynamics which refers to the unique and complex ways in which family members relate to one another and how relationships change over time. As family members take part in different experiences, the dynamics within a family never remain the same. This course will provide educators with the knowledge and resources to teach adolescents what it means to be a responsible family member in today's world.

751. Resources for Consumer Education. 3 hr.; 3 cr.

This course focuses on methods and strategies for teaching essential independent living skills for secondary students. Community and national resources, strategies for differentiation, and current topics in "adulting" will be explored. Teachers will focus on the needs of their student population and have the opportunity to research and focus on community specific topics, as necessary. Content areas will include communication skills, personal finance, self-care and smart consumer practices. This course will enable teachers to enhance or develop new curriculum for a multi-topic class such as Home & Careers (middle school) or Senior Skills (high school).

755. Sustainability Practices in FCS. 3 hr.; 3 cr. As a discipline, Family and Consumer Sciences incorporates sustainability practices that allows individuals to strengthen and extend their capacity to live a more sustainable life. In response to sustainability initiatives around the world, preparing students for stewardship of their communities and planet becomes increasingly important. In this course, current topics in sustainability education and best practices will be examined across Family and Consumer Sciences through readings, videos, and discussions.

760. Food Trends and Issues. 3 hr.; 3 cr. Prereq: Nutrition course.

This course explores current trends and issues within the food industry. Students will explore how food has changed over time and evaluate the impact these changes have on today's families. Students will examine various health concerns including food allergies, sensitivities, and alternative diets. Current trends and issues will be researched and debated to gain a better understanding of the role food plays locally and globally.

781, 782. (VT-Variable Topic courses) **Seminar in Family and Consumer Sciences.** 3 hr.; 3 cr. each semester. Selected topics of current interest will be announced in advance of those semesters in which the course is offered. Topics offered include: Applying Design Principles Across the FCS Curriculum, Career Skills in the 21st Century, Entrepreneurship, Food & Culture, From Projects to Project Based Learning (PBL), Human Development, Interior Design Concepts, and Service Learning Principles.