

**2017-2018
Graduate Student
Handbook/Policy
Manual**

**Department of
Family & Consumer
Sciences**

Fontbonne University

MA in Family & Consumer Sciences (FCS):
Multidisciplinary Health Communication Studies

Welcome!

We are pleased that you are pursuing graduate studies in the Family & Consumer Sciences Department at Fontbonne University. The FCS graduate program is designed to offer you depth and breadth in your studies to meet your professional needs. We share a common goal of improving the human condition and assisting individuals and families to make choices that best fit their diverse needs.

We currently offer an M.A. in FCS with a concentration in Multidisciplinary Health Communication Studies. This program offers a level of excellence characteristic of the Department of Family & Consumer Sciences, home to a founding program of the University. Through the FCS Graduate Core, you will

- Engage in the FCS heritage while you learn to challenge current issues,
- Practice advocacy skills that empower individuals,
- Relate your interests to the global connectedness of the world and
- Hone your leadership skills

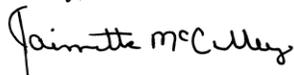
Your acceptance into the Individualized Supervised Practice Pathway or selection of the research or management track will allow you to

- Examine the theoretical and practical knowledge specific to your area of interest and
- Develop administrative skills appropriate for your career

This handbook provides you with the information necessary to navigate your graduate education successfully at Fontbonne University and achieve your goals. Please don't hesitate to contact faculty or staff if you have questions, concerns or problems. We are always happy to have your input and feedback.

The FCS faculty are pleased that you have chosen to study with us—*Welcome!*

Warmly,



Jaimette McCulley, MS, RD, LD
Assistant Professor
Director, FCS Graduate Program



Dena French, MFN, RD, LD
Instructor
Director Dietetics Programs



Mary Beth Ohlms, MEd, RD, LD
Assistant Professor
Chair, Family & Consumer Sciences



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Assistant Professor
Family & Consumer Sciences

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About Family & Consumer Sciences

Individually and collectively we strive for human betterment by attempting to increase what is viewed as “the ultimate good.” Virtues that contribute to the ultimate human good are:

Economic adequacy	“riches” as opposed to poverty
Nourishment	as opposed to starvation
Adequate housing	as opposed to that which is inadequate
Essentials of life	such as clothing and health care
Justice	as opposed to injustice
Equality	as opposed to inequality in access to work, education and health care
Freedom	as opposed to coercion and confinement
Peacefulness	as opposed to warfare and strife
For all people	These virtues may be considered universal values.

In addition, family & consumer sciences professionals have hope for and vision of the following virtues:

Health vs. sickness

Education and learning vs. ignorance

Loving and nurturing relationships vs. those that are hateful and destructive

Work that is productive and meaningful vs. that which is stultifying and unproductive

Work environments that help create personal identity vs. alienation

Experiences and systems that sustain meaning and a sense of community vs.

meaninglessness and divisiveness

Beauty vs. ugliness

And human character that is trustworthy, generous, courageous and tolerant vs. that which is treacherous, miserable, cruel, fearful and prejudiced.

Bubolz, M.M., & Sontag, M.S. (1993). Human ecology theory. In P.G. Moss, W.J. Doherty, R. LaRossa, W.R. Schumm, & S.K. Steinmetz (Eds.). Sourcebook of family theories and methods: A contextual approach (pp. 419-450). New York: Plenum Press.

FCS Department Mission and Goals

The Department of Family & Consumer Sciences (FCS) is housed in the College of Education and Allied Health Professions (CEAHP). The Department of FCS currently offers an MA in FCS: Multidisciplinary Health Communication Studies. The graduate degree is grounded in the rich traditions of both the Department and Fontbonne University, offering students coursework that effectively bridges theory to practice. The MA in FCS offers three different tracks which allows students to choose coursework in either management or research, or participate in the Individualized Supervised Practice Pathway (ISPP).

This degree allows students the opportunity to tailor their learning experiences to meet their professional endeavors. The management track offers additional coursework in management topics that prepare graduates to take on leadership roles. The research track allows students to pursue individual topics of interest that broadly serve individuals, families, and communities. The ISPP track prepares students to sit for the credentialing exam for the registered dietitian nutritionist.

In addition to the graduate program offered, the Department of FCS offers undergraduate majors in Dietetics, Health Education & Promotion and General Studies: Food Management. The department offers a minor in Food Management. The Didactic Program in Dietetics (DPD) is granted accreditation by The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 800-877-1600 Ext. 5400.

The mission of the Department of Family & Consumer Sciences is to prepare graduates to become leaders and advocates who enhance the quality of life of individuals, families, and communities.

FCS Department Student Learning Goals and Objectives 2017-22:

Goal I: To confirm the mission, vision, commitments of Fontbonne University by empowering individuals, strengthening families, and fostering community.

- A. Prior to graduation, FCS graduate students will demonstrate participation in local, regional, or national professional meetings.
- B. Prior to graduation, FCS graduate students will demonstrate engagement in community service experiences.
- C. Upon graduation, FCS graduate students will strongly agree they are prepared to achieve personal and/or professional goals.

- D. Upon graduation, FCS graduate students will strongly agree that they are prepared to foster capacity building in others to improve the lives of individuals, families, and/or communities.
- E. Upon graduation, FCS graduate students will report that they participated in at least one activity that contributed to the development of other Fontbonne University students.
- F. After graduation, alumni will report achievement of personal and/or professional goals.
- G. After graduation, alumni will report fostering capacity building in others
- H. After graduation, alumni will report participating in activities that have contributed to the development of Fontbonne University students.

Goal II: Obtain quality educational experiences reflected by a professional body of knowledge.

- A. By participating in high-impact learning and classroom experiences, students will:
 1. Communicate effectively in oral, visual, electronic and written formats
 2. Think critically in multiple contexts
 3. Identify and utilize the FCS Body of Knowledge concepts
 4. Identify the competing and complementary needs and values of individuals, families, and communities that exist globally, in terms of their implications for local job related roles.
 5. Develop skills for advocating with, and on behalf of, individuals, families, and communities within the context of one's work.
 6. Investigate, analyze, and apply various models for leadership in FCS appropriate to their field of work.
 7. Utilize descriptive and inferential statistics to interpret research results.
- B. While completing the concentration courses specific to Multidisciplinary Health Communication Studies, students will:
 1. Demonstrate the ability to seek and utilize credible health-related resources to support their role as professional health communicators.
 2. Translate and disseminate science-based information in a way that is understandable, ethical, and utilizes modern communication channels as a means to empower individuals to make positive lifestyle changes.
 3. Advocate and argue for just health-related policies that directly impact the lived experiences of those whom they serve through their daily work.
 4. Develop and implement strategies/programs that seek to improve the quality and years of healthy life and reduce health disparities in the populations of those whom they serve through their professional practice.
- C. While completing the ISPP track, students will:
 1. Receive at least one competent rating on each of the ACEND determined CRDN statements.

Strengths of the Graduate Program

- The graduate program in the department reflects the Common Body of Knowledge of The American Association of Family and Consumer Sciences (AAFCS).
- The curriculum is consistent with the philosophy and the goals of the institution, college and the department.
- All graduate students will complete an exit project related to their particular studies:
 - MA in FCS (management)— present final Project Management Report
 - MA in FCS (research)—research project completed appropriate for publication
 - MA in FCS (ISPP)— present a culminating project report

Students complete a core of four courses. Descriptions of these courses are as follows:

- FCS 532 Framing Critical Issues in FCS (3 hrs.)
Critical issues relevant to FCS will be examined through various frameworks including historical, philosophical, theoretical, political, social, and religious perspectives. Relationships will be drawn from the establishment of the field of home economics at the beginning of the twentieth century to the present status of family and consumer sciences 100 years later. Consideration of the underpinnings of the current FCS body of knowledge will be applied to work/life responsibilities of FCS professionals and their work with, and on behalf of, individuals, families and communities.
- FCS 533 Advocacy and Public Policy: Addressing a World in Need (3 hrs.)
This course investigates the relationship of FCS professionals among individuals, families, and communities in regards to advocacy and public policy, through study, practice, and critical reflection of action, advocacy, and leadership for social justice. The FCS professional responsibility of capacity building—advancing individuals, families, and communities as agents for socially just public policy—will be examined. Systemic action plans will be developed, promoting the student’s individual advocacy and leadership skills within the community that seek to empower others to advocate for the improvement of their own living conditions.
- FCS 534 Globalization and the Human Condition (3 hrs.)
The scope of globalization will be examined from multiple perspectives to understand how it impacts individuals, families, and communities. Locus of production and consumption, prevalence and dependence upon global trade, geographic and cultural identities, and sociological aspects will be analyzed through theoretical lenses and applied to real life situations. Students will be asked to reflect on the interrelatedness of systems and quality of life issues.
- FCS 535 Leadership Development for Professional Practice (3 hrs.)
Beginning with the historical exploration of leadership theory and the related leadership literature from multiple contexts, this course addresses perspectives on the relationship between leadership and change, the transformative dimension of leadership, and the application of leadership models to impact change. There is a strong emphasis on the use of case studies and self-assessment exercises so students can develop a vision of their role as leaders.

The program is enhanced by the wealth of excellent resources and opportunities provided by the greater metropolitan St. Louis area.

Department Personnel

Full-time:

Jamie Daugherty, PhD, RD, LD, Assistant Professor
AB 123, 314-719-8020, jdaugherty@fontbonne.edu

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Joy Short, PhD, RD, Senior Lecturer, Graduate Program jshort@fontbonne.edu

Deborah Williams, MA, MBA, Lecturer, Graduate Program dwilliams1@fontbonne.edu

Staff:

Vickie Logston, FCS Department Administrative Assistant, AB 126, Phone 314-889-1415, Fax 314-719-8015, vlogston@fontbonne.edu

Department Operations

DEPARTMENT OFFICE: AB 126. This office is maintained for faculty use. Messages for faculty may be left in this office. There are faculty mailboxes inside the office for communications and a drop box outside the office for assignments turned in after hours. The office is open from 8:00am – 4:30pm.

DEPARTMENT PHONE/FAX: The department phone number is 314-889-1415. A voice mailbox takes messages when no one is available to answer the phone. Department fax number is 314-719-8015.

FACULTY OFFICE HOURS are posted by each office door.

DEPARTMENT E-MAIL ADDRESS: FCSDept@fontbonne.edu

DEPARTMENT FACEBOOK PAGE: [FCS Fontbonne University](#)

Department Communication

ACADEMIC ADVISOR: For matters pertaining to academic programs, curriculum and specific standards and expectations you should seek the advice of your Academic Advisor. See page 18 of this handbook for additional guidelines for working with your academic advisor.

PHOTOGRAPHS/VIDEO: Periodically photographs and video recordings will be taken of classroom activities or projects and department events. These photographs and video recordings may be used in university or department promotional materials.

STUDENT MAILBOXES: A hanging file folder system is located outside of the office suite, AB 126. Students should check their mailbox regularly.

Problem-Solving Through Communication

Procedures: The faculty is here to guide you in the completion of your program. If problems arise, the following is recommended to achieve resolution:

1. Talk directly and privately to individual(s) involved (student, faculty, etc.).
2. If problem cannot be resolved at this level, discuss concerns with your advisor and/or graduate program director in FCS.
3. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with the department chairperson.
4. If resolution is not reached at this level, your department chair will advise you of further appropriate action.

5. If the concern is ISPP related, discuss concerns with the Dietetics Program Director (DPD/ISPP) See additional information in the ISPP handbook for how to submit a complaint to ACEND for unresolved complaints related to the ACEND standards.

Professional Organization

The American Association of Family and Consumer Sciences (AAFCS) is the national professional association for the discipline of Family & Consumer Sciences and all of its areas of specialization.

Our Vision

Individuals, families, and communities are achieving optimal quality of life assisted by competent, caring professionals whose expertise is continually updated through the American Association of Family & Consumer Sciences (AAFCS).

Our Mission

The mission of the American Association of Family & Consumer Sciences is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

Our Core Values

- Believe in the family as a fundamental unit of society.
- Embrace diversity and values all people.
- Support life-long learning and diverse scholarship.
- Exemplify integrity and ethical behavior.
- Seek new ideas and initiatives and embraces change.
- Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individuals, families, and communities.

American Association of Family and Consumer Sciences. (2015). About us. American Association of Family and Consumer Sciences, retrieved from <http://www.aafcs.org/AboutUs/index.asp>

Academic Standards, Degree Requirements and Expectations

The graduate faculty are strongly interested in the success of all students; but are likewise prepared to directly address academic issues.

All graduate courses taken will earn letter grades (A, A-, B+, B, B-, C, or F), unless identified in the *Fontbonne University Catalog* as a Pass/No Pass course.

Satisfactory Academic Progress as found in the *Fontbonne University Catalog 2017-18*, p. 227.

To earn a Fontbonne University graduate degree, a student must complete all requirements for the specific graduate program and the degree.

Federal regulations require the university to establish standards for satisfactory academic progress as an eligibility requirement for financial assistance.

A degree-seeking graduate student at Fontbonne University is expected to perform at a satisfactory academic level by:

- earning grades of B- or above in all graduate courses,
- achieving and maintaining a minimum cumulative grade point average (GPA) of 3.0, and
- following all academic requirements specific to the graduate program. *Graduate students in the Department of Family & Consumer Sciences must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Additionally, ISPP students must earn a minimum of a B- in each course.*

The following policies apply:

C and/or F Grades

A student who earns a grade of C in a graduate course will immediately be sent a letter of concern by the graduate program director with a copy sent to the advisor and a copy placed in the student's file.

A student who earns a second C will be dismissed. The student may appeal the dismissal and request immediate reinstatement to the program by petitioning the college dean and with their permission may retake one of the two courses in which the C was earned as soon as the course is available. The dean may set the conditions for retaking the course, including which of the two courses should be repeated. *Note: ISPP students are required to repeat all C grades.*

A student who earns an F in a graduate course will be dismissed from the program and the university.

Repeating Graduate Courses

A graduate student may repeat one graduate course and repeat that graduate course one time only. Since many graduate courses are not offered each academic semester/term, the student who earned a first grade of C in a graduate course may, with the approval of the graduate program director, be allowed to take a limited number of additional graduate courses until he/she has the opportunity to repeat the course in which the C was earned. Additional conditions pertaining to continued enrollment may be set by the program. A letter stating the conditions will be sent by the program to the student, the Office of Academic Affairs, and the advisor, with a copy placed in the student's file.

Dismissal.

A student will be dismissed from the graduate program and the university by the Office of Academic Affairs if the student:

- earns a second C in a graduate course; or
- earns an F in a graduate course

The FCS curriculum guide sheet for your graduate program that was in effect when you were admitted to Fontbonne is the one that you will follow to meet graduation requirements. Exceptions to this would be: changes that are made in the curriculum after you have been admitted that may be

determined to be in your own best interest; and changes required by outside certifying, regulatory or licensure agencies.

In order to graduate, students must complete an Application for Degree. This form and others can be located on the Fontbonne University website, under Academic Resources at the bottom of the registrar's office page.

<https://www.fontbonne.edu/academics/academic-resources/registrar/>

Classroom Expectations

- Regular attendance: Individual instructors have the discretion to formulate their own policies regarding attendance as long as they are within the University guidelines. Classroom attendance is crucial to derive the full benefit from your education.
- Appropriate Dress: Refer to the section on Professional Meeting, Field Trips, Internships, Practicums and Field Based Experiences for more information about professional dress.
- Professionalism: FCS students, faculty, and staff are expected to respect others, display honesty, take responsibility for personal actions, and generally conduct themselves in a manner befitting a mature and professional individual.
- Academic Integrity/Honesty in all assignments and interactions.

Academic Integrity/Honesty

(Fontbonne University Catalog 2017-18, p. 233)

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Individual instructors will set specific policies regarding academic integrity. In general, students may expect to receive a zero (0) on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred.

Broader incidences of academic integrity include but are not limited to:

Abuse of resources is the damaging or any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work, destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Violations of academic integrity have a broad impact on the University and will result in University review and action. Faculty who observe violations of academic integrity are asked to report all violations to the office of academic affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of material, academic probation or expulsion, depending on the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch and Fontbonne policy manuals.

Notice of Non-Discrimination

Fontbonne University does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law in employment or in the administration of its educational policies,

admission policies, educational programs, scholarship and loan programs, or athletic and other programs and activities. Furthermore, Fontbonne University prohibits retaliation against anyone who either opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises that person's rights under any law that forbids discrimination.

The Fontbonne University coordinators for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Titles VI and VII of the Civil Rights Act of 1964 and other laws and regulations prohibiting discrimination are:

Vice President for Finance and Administration
Fontbonne University
6800 Wydown Boulevard
St. Louis, MO 63105
Phone: (314) 719-8017
Fax: (314) 719-8023

Director of Academic Services
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105
Phone: (314) 719-3627
Fax: (314) 719-3614

Questions about this non-discrimination policy and any complaints of discrimination shall be directed to either of these coordinators.

Fontbonne University complies with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380, as amended.

Fontbonne University catalog 2017 – 2018, p. 3

Fontbonne University Classroom Responsibilities

Both faculty and students have responsibilities within the classroom. In order to maximize teaching and learning at Fontbonne University, the following are primary responsibilities of both faculty and students.

Faculty Responsibilities

The Instructor . . .

1. Shows respect for students and other faculty.
2. Does not discriminate against any student for any reason.
3. Sets standards for excellence in student work.
4. Encourages student participation in discussion, when appropriate.
5. Is open-minded and responsive to student questions and comments.
6. Uses effective examples in class to aid students' understanding.
7. Uses a variety of teaching methods to address different learning styles.
8. Is available outside of class for consultation.
9. Is prepared for each and every class.
10. Shows enthusiasm about the subject material.
11. Demonstrates knowledge of the subject.
12. Shows interest in students' success outside the classroom.
13. Begins and ends each class on time.
14. Uses textbook(s) as an integral part of the course, if a text is required.

15. Develops a clear syllabus with an explicit description of course requirements and grading policy.
16. Adheres to the syllabus or clearly explains any changes.
17. Develops a clear and fair attendance policy, in accordance with university policies.
18. Provides timely feedback on tests, papers and projects.
19. Develops tests and assignments which fairly and accurately assess the knowledge gained in the course.
20. Maintains involvement in professional field.

Student Responsibilities

The student . . .

1. Makes education one of his/her top priorities.
2. Prepares for each class by completing all readings and assignments.
3. Attends class regularly.
4. Comes to class on time.
5. Remains until class is over.
6. Asks relevant questions in class for clarification or seeks help outside of class, if necessary.
7. Pays attention during class.
8. Studies approximately 3-4 hours per week for each credit hour taken.
9. Adheres to policies regarding academic honesty.
10. Submits complete assignments on time, according to instructors' requirements.
11. Informs the instructor of any special circumstances in a timely manner. (e.g. athletics, ADA accommodations).
12. Participates in relevant class discussions.
13. Shows respect for other students and instructor in the classroom.
14. Shows respect for alternative points of view.

Professional Meetings, Field Trips, and Practicums

In order to provide a variety of experiences during the educational experience, the department encourages you to attend professional meetings pertinent to your particular program. Notices of these meetings are posted on the program area bulletin boards or will be announced by faculty members.

Field trips provide you with the opportunity to see theory in practice and therefore participation in these is considered important to the development of the curriculum content. Every effort will be made to avoid infringing upon the time of other courses. However, should such an overlap occur, it is your responsibility to make the decision about the appropriateness of missing another class and also your responsibility to communicate your decision to all instructors involved. Dress at professional meetings, field trips and field-based experiences should be appropriate to the site. Remember that you not only represent yourself but your peers, the department, and the University.

Parking is available on the Fontbonne University campus for a fee (see costs section of the University Course Schedule). The parking permit/tag is only valid on the Fontbonne University campus. Students are responsible for all parking fees associated with field trip sites.

Medical insurance is the student's responsibility as are all fees associated with medical emergencies experienced on a field trip.

A student should not be considered an employee by any field-based sites. Students may not be used to replace employees at field-based sites during any practicum/supervised practice. If a student feels he/she is being asked to serve in the capacity of employee, he/she should contact the faculty member immediately.

Service to the community occurs through a variety of venues in FCS. Service-learning is a means to bridge the gap between intellectual growth and civic responsibility to the community. In courses involving service-learning, you will have the opportunity to engage in issues in the community through service that directly relates to your course work, therefore applying course content and theory into real-world issues. In most cases, your service-learning hours will be completed outside of your normal face-to-face classroom hours.

Scholarships/Awards

Scholarships are available from various professional organizations. Information regarding scholarships is available at the Fontbonne University Financial Aid office. The faculty will also be glad to help you with the application process given adequate notice.

Fontbonne University

MA in FCS: Multidisciplinary Health Communication Studies

The department of Family & Consumer Sciences offers a Master's of Arts Degree in FCS, with a concentration in Multidisciplinary Health Communication Studies. It is comprised of three main components, including:

- FCS Core Courses (12 hours)
- Concentration Courses (12 hours)
- Research Track OR Management Track OR ISPP Track (12 - 16 hours)

Depending on the selected track of coursework, students may earn 36-40 hours to complete the MA in FCS: Multidisciplinary Health Communication Studies.

Employment:

Graduates with the MA in FCS: Multidisciplinary Health Communication Studies from Fontbonne University will be prepared to work within a wide variety of settings, which serve individuals, families, communities, and/or industry, which promote all aspects of health and wellness. Job outlook is strong for health communications, technical writing, and public relations.

Included on the following page students will find the curriculum guide for the MA in FCS: Multidisciplinary Health Communication Studies.

Curriculum Guide

Master of Arts Degree in FCS: Multidisciplinary Health Communication Studies

Participants must successfully complete a minimum of 36 semester hours of graduate credit obtained through the FCS Core, the concentration, and either the research or management track for a Masters of Arts degree in Family & Consumer Sciences. Each student will also complete an exit project relevant to their respective degree. The ISPP track is limited to students with ACEND Verification statements who apply through DICAS and are selected through a competitive application process.

REQUIRED CORE COURSES (12 HOURS):

- FCS 532 Framing Critical Issues in FCS (3 hrs.)
- FCS 533 Advocacy in Public Policy: Addressing a World in Need (3 hrs.)
- FCS 534 Globalization and the Human Condition (3 hrs.)
- FCS 535 Leadership Development for Professional Practice (3 hrs.)

REQUIRED CONCENTRATION COURSES (12 HOURS):

- FCS 541 Applied Health Behavior to Enhance Health Outcomes (3 hrs.)
- FCS 542 Interpreting and Translating Science for Consumers (3 hrs.)
- FCS 543 Contemporary Applications for Health Communication (3 hrs.)
- FCS Elective—see below (3 hrs.)

ELECTIVES:

- FCS 544 Ethical Implications for Health Communication (3 hrs.)*
- FCS 545 Cultural Competence in Health Communication (3 hrs.)*
- FCS 554 Critical Readings in FCS (3 hrs.)
- FCS 589 Practicum in FCS (1-3 hrs.)
- FCS 590 Independent Study (1-3 hrs.)*

*If ISPP track, must select one of these as elective.

CHOOSE EITHER RESEARCH OR MANAGEMENT TRACK; OR BE SELECTED INTO ISPP (12 – 16 HOURS):

<p>RESEARCH: Students completing the research track are expected to professionally publish and/or present their findings.</p> <p>RMD 500 Statistical Methods for Research (3 hrs.)</p> <p>EDU 585 Research Methods in Education (3 hrs.)</p> <p>FCS 568 Research in FCS I (2/0 hrs.)</p> <p>FCS 578 Research in FCS II (1/0 hr.)</p> <p>FCS 588 Research in FCS III (3 hrs.)</p>	<p>MANAGEMENT: Students completing the management tack are expected to present their final Project Management Report to the FCS faculty for review and evaluation.</p> <p>RMD 500 Statistical Methods for Research (3 hrs.)</p> <p>MGT 515 Project Management (3 hrs.)</p> <p><u>Choose two courses from the following (all 3 hrs):</u></p> <p>MGT 507 Budgeting and Accounting for Managers</p> <p>MGT 518 Business Policy and Strategic Planning</p> <p>MGT 525 Organizational Behavior and Human Resource Management</p> <p>MGT 535 Organizational Development and Change</p> <p>MGT 540 Organizational Psychology & Behavior</p> <p>MGT 545 Leadership Development & Coaching in Organizations</p> <p>NPM 510 Marketing and Communications for Nonprofits</p> <p>NPM 520 Resource Development for Nonprofits</p> <p>NPM 550 Governance, Leadership and Management for Nonprofits</p> <p>NPM 560 Strategy, Planning and Program Evaluation for Nonprofits</p>	<p>ISPP: This track is not open to all students. Students completing the ISPP track are expected to present a culminating activity report to the FCS faculty for review and evaluation.</p> <p>RMD 500 Statistical Methods for Research (3 hrs.)</p> <p>FCS 536 Preparation for Supervised Practice (2 hrs.)</p> <p>FCS 537 Medical Nutrition Therapy Simulation Seminar (2 hrs.)</p> <p>FCS 546 Graduate Supervised Practice I (3 hrs.)</p> <p>FCS 547 Graduate Supervised Practice II (6 hrs.)</p>
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How You and Your Academic Advisor Should Work Together

Welcome to Fontbonne University. You are assigned an academic advisor to assist you in making appropriate decisions about your program of study and in exploring a wide range of academic and professional opportunities. The following suggestions are offered to clarify what you can anticipate from your advisor and what your advisor in turn will expect from you.

Student	Advisor
Meet with your advisor frequently throughout the semester	Post office hours and adhere to the schedule
Make and keep appointments or email/call if it is necessary to change or cancel an appointment	Keep appointments, or email/call if it is necessary to change or cancel an appointment. Be on time.
Be willing to discuss school work, study habits, academic progress, etc.	Be familiar with the student's academic background. Help the student explore options or alternatives. Be a good listener.
Come with specific questions in mind.	Provide accurate and specific information.
Come with necessary materials (pencils, registration materials, schedule of classes, forms, Catalog, etc.)	Have on hand resource materials (Advising Handbook, Catalog, schedule of classes, etc.)
Make decisions about academic and professional opportunities, choice of major, selection of courses.	Suggest options about academic and professional opportunities, choice of majors, and selection of courses.
Build a class schedule free of time conflicts.	Check the schedule for appropriate selection of courses, review the registration form for correct and complete information, and sign the form.
Ask about resources.	Suggest other resources and make referrals if necessary (Kinkel Center, Wellness/Counseling Office, Financial Aid).

When You Should See Your Academic Advisor

1. To address any problems which affect academic performance.
2. To select courses for the upcoming semester (during Pre-registration week)
3. To add or drop a course.
4. To discuss academic progress.
5. To explore academic and/or professional issues.

How to See Your Advisor

1. Become familiar with your advisor's office hours/schedule.

2. Whenever possible, email/call to make an appointment.
3. If it is necessary to drop in without an appointment, try to come at a time when your advisor has office hours. Allow time in case you have to wait.

The American Psychological Association (APA) Writing Style

- The 6th edition is the required writing style for all research papers submitted in the Department of Family & Consumer Sciences.
- Is a standardized, formal method of written communication designed to meet the needs of both writers and readers of term papers, essays, master's theses, doctoral dissertations, journal articles, and reports or books.
- Is an effective way to organize and communicate technical information.
- Dictates specific rules for format, punctuation, grammar, quotations, and citations of in text references.
- Enables students to communicate in a way that is familiar to and is accepted by the people for whom they are writing.

The *Publication Manual of the American Psychological Association* (sixth edition) serves as a key reference in your FCS courses, it is advantageous for you to have your own copy. The APA manual is available for purchase at the Fontbonne University Bookstore.

Writing in Family & Consumer Sciences Graduate Program

The Department of Family & Consumer Sciences graduate program aim is to directly impact the health and wellbeing of individuals, families, and communities. Family & Consumer Sciences graduate students study together to develop a broad sense of our professional and Fontbonne University missions, that both call students to serve people in need. Throughout the FCS graduate coursework, students are expected to demonstrate written, oral, and visual communication skills. For some students, these skills are introduced/practiced, and improved upon, throughout the graduate program. Because the discipline of Family & Consumer Sciences envelops the needs of individuals, families, communities, and businesses, FCS students must develop communication skills that allow them to successfully engage with a variety of audiences, from young children to senior citizens, who demonstrate a multiplicity of needs. Most importantly, FCS graduates must be able to communicate to their respective audiences with sensitivity. Throughout the FCS Graduate Core and programmatic coursework, graduates are prepared to gather, summarize, interpret, evaluate, and generate information that is communicated to their respective audiences effectively.

Throughout the FCS graduate coursework, students may expect to develop the ability to write clear, detailed, and succinct technical reports vital to accurate reporting of both quantitative and observational data that is inherent to working with children, families, communities, and businesses. In addition, the ability to generate brief synopses is further practiced in the writing of abstracts and other types of research summaries. A variety of assignments are employed to develop such higher order thinking/writing skills that might include developing case study responses and completing essay

exams. Graduate students in FCS can expect writing assignments that foster both the ability to critique as well as the ability to assert one's own reasoned judgments, especially in light of relating theory and practice. In addition, technical writing skills associated with documentation and curriculum development, along with informational writing skills appropriate for consumer and professional audiences will be developed, FCS graduate students must develop the skills to communicate with sensitivity to a variety of constituents. Students can expect a variety of reflective writing assignments to enhance these skill sets necessary to working with, and on behalf of children, families, communities, and businesses.

Please refer <https://www.fontbonne.edu/wp-content/uploads/2015/11/WritingatFontbonne.pdf> for more information.

Campus Map and Directory

6800 Wydown Blvd., St. Louis, MO 63105

www.fontbonne.edu



FONTBONNE UNIVERSITY

Department of
Family & Consumer Sciences

Handbook/Policy Manual for Graduate Students

2017-2018

**This signature certifies that I have
received and read a copy of this handbook
and agree to comply with the policies.**

Student Name _____

(PRINT)

Student Signature _____

Academic Advisor _____

Date _____