

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number	<u>44</u>	/	_____
Action	_____		_____
Date	_____		_____

I. TITLE/AUTHOR OF PROPOSAL

PROGRAM TITLE: Home Economics Education

DEPARTMENT: Home Economics Education Department

CONTACT PERSON: Dr. Ruth Browning or Dr. Linda Nelson

II. APPROVALS

Linda S. Nelson
Department Curriculum Committee

Ruth A. Browning
Department Chairperson

Thomas J. Soren
College Curriculum Committee

Harold C. Wingard
College Dean

Julius Bump
College of Education Dean

III. TIMETABLE

Date submitted
to UWUCC Fall, '88

Semester/year to be
implemented Fall, '89

Year to be published
in catalog 1989

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IV. DESCRIPTION OF CURRICULUM CHANGE

1. Catalog description for revised program:

No changes are needed in introductory statement. Course requirement changes for catalog are in Appendix A.

2. Proposed revision justification for B.S. in Education in Home Economics Education

This revision is proposed to enable the Home Economics Education program to comply with new Pennsylvania Department of Education Standards for Home Economics and other accreditation and certification requirements.

The purpose of the program is to prepare professionals who will assist families and individuals in the improvement of life. The mission is multiple: (1) to prepare teachers for the public schools, (2) to prepare home economics educators for private educational institutions, and (3) to prepare educators for leadership in human services for public and private community agencies. Students who complete this program are certified to teach Vocational Home Economics in the public schools of Pennsylvania at all grade levels (K-12). Students are also prepared to teach adults in community education programs which focus on family life.

In addition, the program provides studies and experiences to prepare teachers of occupational home economics. Students who elect this option, upon passing the OCE (Occupational Competency Exam) for the specific occupation to be taught, receive certification to teach in secondary occupational programs in the specific occupation.

Changes proposed will enable the program to:

- continue as a broad-based, high quality undergraduate teacher preparation program
- address the needs of individuals and families as identified in the new PDE Standards
- maintain necessary requirements to meet accreditation standards of the American Home Economics Association
- provide content needed for passing the National Teachers Exam for home economics teachers (Passing this exam is required for certification in Pennsylvania.)
- better prepare home economics teachers to meet the mandates of Chapter 6, State School Board Regulations, for Vocational Education

Specifically addressed in this proposal are:

1. Seven areas of subject matter as identified in PDE Home Economics Standard I.
2. Methodology requirements in relation to subject matter as specified in PDE Home Economics Standards II through VII.
3. Professional studies defined in PDE Home Economics Standard IX and General Standard XIV.

4. PDE Home Economics Standard VIII. (This standard is optional but IUP currently has the only program in Pennsylvania which prepares teachers for occupational home economics.)
5. Criteria and Guidelines, Accreditation for Undergraduate Programs in Home Economics, American Home Economics Association, Criterion 6.
6. Specifications for the National Teachers Exam, Home Economics test.

IUP has the only teacher education Home Economics Education program in Pennsylvania which presently meets Standard VIII. Standard VIII requires course work and competencies in addition to the required curriculum for the basic Home Economics certification. Completion of requirements, as outlined in Standard VIII, in a specific occupation enables one to teach that specific occupational curriculum. Approved occupational programs in Home Economics in Pennsylvania are:

- Food Management, Production and Services
- Child Care and Guidance (Management and Services)
- Clothing Management, Production and Services
- Tailoring
- Home Furnishings, Equipment and Services

Completion of requirements for teaching occupational home economics results in the area of certification being added to the teaching certificate. Persons who have an occupational home economics area of certification are much more employable than persons with only the basic Home Economics certification.

This proposal includes a revision in subject matter requirements to provide content required by PDE and other groups. It also includes revision of the present HE 350 course and the proposal of a new course, HE 450. These two proposed courses (HE 350 and HE 450) reflect the content presently taught in HE 350, Evaluation and Methods of Teaching Vocational Home Economics, and ED 442, School Law, when it is taught in the Home Economics Education Department. These proposed courses also provide for strengthening of concepts in PDE Standards II through VII and in new Chapter 6, Pennsylvania State School Board Regulations for Vocational Education. (All secondary home economics programs must meet Chapter 6 regulations to receive program approval.)

LIBERAL STUDIES

	<u>Credits</u>
Learning Skills (11 s.h.)	
EN 101 College Writing	4
EN 102 Research Writing	3
Mathematics (MA 101, Foundations of Mathematics, or MA 110, 121 or 217)	3
Humanities (9 s.h.)	
History	3
Philosophy or Religious Studies	3
Literature	3
Fine Arts (3 s.h.)	
Introduction to Art, Music, Theater	3
Natural Sciences (option I - 8 s.h.)	
CH 101/102 College Chemistry I and II	8
Knowledge: Social Sciences (9 s.h.)	
PC 101 General Psychology	3
SO 151 Principles of Sociology	3
Anthropology, Criminology, Economics, Geography, or Political Science	3
Knowledge: Health and Wellness (3 s.h.) (or one year of Military Science)	3
Synthesis	3
Liberal Studies Electives (9 s.h.)	
CS 101 Personal and Family Management	3
CS 315 Consumer Economics and Family Finance	3
Liberal Studies Elective	<u>3</u>
Total Liberal Studies	54

NOTE: Included for graduation:
 One Non-Western Culture course
 Two writing-intensive courses, including one in the major

PROFESSIONAL EDUCATION
(College of Ed)

Credits

HE 250 Introduction to Teaching Vocational Home Economics	3
HE 350 Teaching Family Life Education	3
HE 450 Teaching Vocational Home Economics	3
ED 242 Pre Student Teaching Clinical Experience I	1
ED 342 Pre Student Teaching Clinical Experience II	1
EP 302 Educational Psychology	3
EP 377 Educational Tests and Measurements	3
CM 301 Instructional Media	3
FE 202 American Education in Theory and Practice	3
ED 442 School Law	1
ED 431/441 Student Teaching	<u>12</u>

Total Professional Education* ~~36~~

OTHER REQUIREMENTS

BI 155 Human Physiology and Anatomy OR	4
y	<u>3</u>
	3-4

Professional Education (College of Education)

Delete EP 377 Educational Tests & Measurements as a requirement.

Delete: CM 301 Instructional Media

Total Credits

~~126-28~~ 134-36
126-28

tion in special needs or take the ceptional in the Regular Classroom.

24

HOME ECONOMICS SUBJECT MATTER

		<u>Credits</u>
<u>Foods and Nutrition</u>		
FN 150	Foods	4
FN 212	Nutrition	3
FN 313	Quantity Foods <u>OR</u>	4
FN 362	Experimental Foods	<u>3</u> 10-11
<u>*Clothing and Textiles</u> - (includes 6 credits in clothing construction)		
CS 112	Fundamentals of Clothing <u>AND</u>	3
CS 212	Advanced Clothing Construction <u>OR</u>	3
CS 453	Flat Pattern <u>OR</u>	
CS 454	Tailoring	
CS 314	Textiles	<u>3</u> 9
<u>Housing and Home Environment</u>		
CS 217	Interior Design	3
CS 312	Housing and <u>Man</u> Culture	<u>3</u> 6
<u>Consumer Education; Personal and Family Resource Management</u>		
CS 101	Personal & Family Management	3
CS 213	Residential Electronics <u>OR</u>	
CS 413	Problems in Consumer Economics	<u>3</u> 26
<u>Child Development and Care; Education for Parenting</u>		
HE 218	Child Development	3
HE 220	Teaching in Child Development Centers	<u>4</u> 7
<u>Families: Interactions and Relationships</u>		
HE 224	Marriage and Family Relations	3
HE 424	Family Issues <u>OR</u>	
HE 463	Family and Community	<u>3</u> <u>6</u>
Total Subject Matter		44 44-45

*Students may take placement exam to determine entrance to clothing.
Students must complete two clothing construction classes.

SUMMARY

	<u>Credits</u>
Subject Matter	41-42 44-45
Liberal Studies	54
Professional Education	36
Other	<u>3 - 4</u>
TOTAL	134 136 137-139

Comparison of Old and New Programs

Old Program Requirements

New Program Requirements

LIBERAL STUDIES

(Only courses essential to the major are addressed here)

Science

CH 101/102 College Chem. I & II	8	CH 101/102 College Chem. I & II	<u>8</u>
BI 155 Human Phys. & Anatomy <u>OR</u>	4		8
BI 232 Fund. of Microbiology	<u>3</u>		
	11-12		

Social Science (required courses)

PC 101 General Psychology	3	PC 101 General Psychology	3
SO 151 Principles of Sociology	3	SO 151 Principles of Sociology	<u>3</u>
HI 104 History of U.S. & PA II	<u>3</u>		6
	9		

Liberal Studies Electives (required courses)

None

CS 101 Personal & Family Mgmt.	3
CS 315 Consumer Economics and Family Finance	<u>3</u>
	6.3

SUBJECT MATTER

Foods and Nutrition

FN 111 Introduction to Foods	3	FN 150 Foods	4
FN 112 Advanced Foods	3	FN 212 Nutrition	3
FN 212 Nutrition	<u>3</u>	FN 313 Quantity Foods <u>OR</u>	4
	9	FN 362 Experimental Foods*	<u>3</u>
			10-11

Clothing and Textiles

CS 112 Fund. of Clothing <u>AND</u>	3	CS 112 Fund. of Clothing <u>AND</u>	3
CS 212 Advanced Clothing <u>OR</u>		CS 212 Advanced Clothing <u>OR</u>	3
CS 453 Flat Pattern <u>OR</u>		CS 453 Flat Pattern <u>OR</u>	
CS 454 Tailoring	3	CS 454 Tailoring	
CS 314 Textiles	<u>3</u>	CS 314 Textiles	<u>3</u>
	9		9

Housing and Home Environment

CS 217 Interior Design <u>OR</u>	3	CS 217 Interior Design	3
CS 312 Housing and Man	<u>3</u>	CS 312 Housing and Man & Culture	<u>3</u>
	3		6

Consumer Education; Personal and Family Resource Management

CS 315 Consumer Economics and Family Finance	3	CS 213 Residential Electronics <u>OR</u>	
CS 213 Residential Electronics <u>OR</u>		CS 413 Problems in Consumer Economics*	<u>3</u>
CS 101 Personal & Family Mgmt.	<u>3</u>	CS 101 Personal & Fam Management	<u>3</u>
	6		6

Child Development and Care; Education for Parenting

HE 218 Child Development	3	HE 218 Child Development	3
HE 220 Tchg. in Child Dev. Ctrs.	<u>4</u>	HE 220 Tchg. in Child Dev. Ctrs.	<u>4</u>
	7		7

delete?



Old Program RequirementsNew Program RequirementsFamilies: Interaction and Relationships

HE 224 Marriage & Family Relations	$\frac{3}{3}$	HE 224 Marriage & Family Relations	3
		HE 424 Family Issues OR	
		HE 463 Family & Community*	$\frac{3}{6}$

PROFESSIONAL EDUCATION

(Only courses in Home Economics Education are addressed here)

Home Economics Education

HE 250 Intro. to Teaching Voc. Home Economics Education	3	HE 250 Intro. to Teaching Voc. Home Economics Education	3
HE 350 Eval. & Methods of Teaching Home Economics	3	HE 350 Teaching Family Life Educ. (Course title change)	3
HE 430 Student Teaching Practicum**	$\frac{1}{7}$	HE 450 Teaching Voc. Home Econ. (New course)*	$\frac{3}{9}$

NOTE: ED 442, School Law (Home Economics), has been used to teach some of the content that will now be in HE 450.

OTHER

BI 155 or BI 232 now taken as part of General Education	3-4	BI 155 Human Phys. & Anatomy OR BI 232 Fund. of Microbiology	$\frac{4}{3}$ 3-4
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*Courses to be added
**Courses to be deleted

107-28134-36

7-8 credits more

RECOMMENDED COURSE SEQUENCE
B.S. in Home Economics Education

<u>First Semester</u>		<u>Second Semester</u>	<u>LS:</u>
EN 101 English I	4	EN 102 English II FINE ARTS	3
CH 101 College Chemistry I	4	CH 102 College Chemistry II	4
PC 101 General Psychology	3	SO 151 Principles of Sociology	3
HE 250 Intro. to Teaching Home Ec.	3	FN 150 Foods	4
HI 195 History (Modern Era)	3	CS 101 Personal & Family Mgmt.	3
	<u>17</u>		<u>17</u>

<u>Summer</u>	
Humanities Elective (Phil. or Rel.)	3
Health and Wellness	<u>3</u>
	6

<u>Third Semester</u>		<u>Fourth Semester</u>	
Humanities (Literature)	3	ED 242 Clinical Experience I	1
Social Science Elective	3	CS 315 Cons. Econ./Family Finance	3
FE 202 American Education in Theory and Practice	3	CS 217 Interior Design	3
CS 112 Fund. of Clothing <u>OR</u>		BI 155 Human Phys. & Anatomy <u>OR</u>	
CS 212 Advanced Clothing	3	BI 232 Fund. of Microbiology	3-4
HE 218 Child Development	3	HE 224 Marriage & Family Rel.	3
AR 120 Principles of Design	<u>2</u>	EN 302 Research Writing	3
	<u>17</u>		<u>16-17</u>

<u>Summer</u>	
Liberal Studies Elective	3

<u>Fifth Semester</u>		<u>Sixth Semester</u>	
EP 302 Educational Psychology	3	HE 350 Tchg. Family Life Educ.	3
Fine Arts	3	ED 342 Clinical Experience II	1
FN 313 Quantity Foods <u>OR</u>		EP 377 Educ. Tests & Measurement	3
FN 362 Experimental Foods	3-4	HE 424 Family Issues <u>OR</u>	
CS 213 Residential Elec. <u>OR</u>		HE 463 Family and Community	3
CS 413 Problems in Consumer Econ.	3	CS 314 Textiles	3
CS 312 Housing and Man Culture	3	HE 220 Tchg. in Child Dev. Ctrs.	4
ED 442 School Law	<u>1</u>		<u>17</u>
	<u>16-17</u>		

<u>Seventh Semester</u>		<u>Eighth Semester</u>	
HE 450 Methods of Tchg. Voc. HE	3	ED 431/441 Student Teaching	12
FN 212 Nutrition	3		
CS 453 Flat Pattern <u>OR</u>			
CS 454 Tailoring	3		
Synthesis Course	3		
CM 301 Instructional Media	<u>3</u>		
	<u>15</u>		

Students working towards certification in an occupational home economics area should expect to take more than four years. They should also plan (in consultation with their advisor) how to integrate occupational courses into the above sequence.

**ANALYSIS OF
ACCREDITATING AGENCY AND CERTIFICATION REQUIREMENTS**

Pennsylvania Standards for Program Approval
and Teacher Certification: Home Economics

<u>Standard</u>	<u>Description</u>	<u>Where Taught</u>
I.	The program shall require studies of Home Economics in the entire human life cycle including:	HE 250 HE 350 HE 450
	-Food and nutrition	FN 150 FN 212
	-Clothing and textiles	CS 112 and CS 212 or CS 453 or CS 454 CS 314
	-Housing and home environments	CS 217 CS 312
	-Consumer education; personal and family resource management	CS 101 CS 315 CS 213 or CS 413
	-Child development and care and education for parenting	HE 218 HE 220
	-Families: interactions and relationships	HE 224 HE 424 or HE 463
	-Career exploration	HE 250
II.	The program shall require studies of the functions of the family in diverse cultural and ethnic backgrounds	HE 350 HE 424 or HE 463
III.	The program shall require studies of family resource management, personal life management, and effective program management	CS 101 CS 315 HE 350 HE 450
IV.	The program shall require studies of the history and philosophy of home economics	HE 250 HE 450
V.	The program shall provide opportunities for leadership experience with professional associations	HEA HE 250 HE 450
VI.	The program shall require experiences with ancillary groups such as advisory committees, youth organizations, community organizations and agencies, and commercial representatives	HE 350 HE 450 HE 463
VII.	The program shall require studies of law, resources, and agencies which affect domestic life	HE 450 HE 463 CS 413

<u>Standard</u>	<u>Description</u>	<u>Where Taught</u>
IX.	The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas (instructional management, human development and learning, reading, instructional resource identification, assessment and measurement of student achievement, computer literacy)	HE 250
		HE 350
		HE 450
		CM 301
		EP 377
		ED 431
		ED 441
VIII.	<u>Optional Standard</u>	
	The program may provide studies and experiences for the teaching of occupational home economics. An institution opting to specially prepare a home economics <u>occupational</u> teacher shall design an optional program of studies, occupational work experience, and occupational testing which specifically prepare the candidate to teach a specific occupational curriculum within the vocational program. Such programs shall include provision for:	HE 450
	-approved program employment in the private sector related to the home economics occupation to be taught. This employment should be completed concurrently with the completion of the pre-service program.	HE 479 or equivalent
	-the development of occupational terminology, technical knowledge and skills needed to pass the Occupational Competency Exam designated for the specific occupation to be taught:	HE 450
	*Food Management, Production and Services	FN 259 FN 313 OCE
	*Child Care and Guidance (Management & Services)	HE 317 HE 418 HE 321 HE 422 HE 426 & HE 427 also recommended
	*Clothing Management, Production and Services <u>OR</u> Tailoring	CS 453 CS 454 CS 455 OCE
	*Home Furnishings, Equipment and Services	CS 311 CS 357 CS 462 CS 463 CS 464 CS 465 OCE

<u>Standard</u>	<u>Description</u>	<u>Where Taught</u>
VIII. (con't)	-Interaction with business and industrial leaders at the community level and use of occupational advisory committee in planning and designing occupational education	HE 450 HE 470

CRITERIA AND GUIDELINES
ACCREDITATION FOR UNDERGRADUATE PROGRAMS IN
HOME ECONOMICS
AMERICAN HOME ECONOMICS ASSOCIATION

Note: Only criteria and guidelines which relate to academic offerings are listed here.

CRITERIONWhere Taught

- 6.2 THERE IS A COMMON BODY OF KNOWLEDGE IN HOME ECONOMICS THAT CONTAINS CONCEPTS RELEVANT TO ALL MAJORS IN THE UNIT. THIS COMMON BODY OF KNOWLEDGE CONSISTS OF AN INTEGRATION OF THE CONCEPTS FROM THE STUDY OF FAMILY/CHILD, RESOURCE MANAGEMENT, FOOD/HUMAN NUTRITION, CLOTHING, AND SHELTER, WHICH ARE BUILT UPON THE GENERAL EDUCATION COMPONENT. THESE CONCEPTS SERVE AS A FOUNDATION FOR THE HOME ECONOMICS PROFESSION AS WELL AS THE AREA(S) OF SPECIALIZATION.

Guidelines

- 6.21 This common body of knowledge includes concepts of:
- a. the family and the interaction of individuals and families with their near environment; HE 224
HE 424
HE 463
 - b. human growth and development, including physical, intellectual, emotional & social development & the needs of individuals throughout the life span; HE 218
HE 224
HE 220
 - c. the roles & interrelationships of individuals in the family over the life span on all socioeconomic levels of society; HE 224
HE 424
HE 463
 - d. the interdependence of the principles of human nutrition & of food in the behavior and health of individuals; FN 150
FN 212
 - e. the relationship of design, changing technology, & environment to human behavior; AR 120
HE 350
HE 450
 - f. management theory & application, including individual and family decision behavior related to identification & allocation of resources. CS 101
CS 315
CS 413
- 6.22 The programs in the unit provide for an understanding of the role of the home economist in public policy and the political process related to the well-being of families. HE 350
HE 450

GuidelinesWhere Taught

- | | | |
|------|--|----------------------------|
| 6.23 | The approaches by which the understanding of the nature of home economics is included in the various curricula may vary. Whatever the approach chosen, the unit should provide evidence that the synergistic, integrative nature of the home economics profession--with its focus on individuals and families in terms of problem identification, problem analysis, problem solving, & knowledge generation--is included in the curricula. | HE 250
HE 350
HE 450 |
|------|--|----------------------------|

CRITERION

- 6.3 THE PROFESSIONAL COMPONENT FOR MAJORS IN HOME ECONOMICS PROVIDES BREADTH AND DEPTH IN THE CONTENT AREAS OF SPECIALIZATION AND AN OPPORTUNITY FOR APPLICATION OF THIS KNOWLEDGE.

Guidelines

- | | | |
|------|---|------------------|
| 6.31 | Areas of specialization build and/or organize knowledge dealing with specific aspects of families & individuals & their environments & with these interactions between these. | HE 350
HE 450 |
| 6.32 | Knowledge, understanding, & skill gained from prerequisite & concurrent courses are integrated & applied to the advanced level home economics courses. | HE 350
HE 450 |

CRITERION

- 8.2 AN ORGANIZED SYSTEM OF . . . CAREER GUIDANCE RELATED TO THE PRESENT & TO THE FUTURE IS AVAILABLE TO ALL STUDENTS.

Guidelines

- | | | |
|------|--|----------------------------|
| 8.22 | There is a planned program for orienting the incoming student to the field that the student plans to enter, including opportunities & responsibilities inherent therein. | HE 250
HE 350
HE 450 |
|------|--|----------------------------|

HOME ECONOMICS EDUCATION TEST (HEE)
(National Teacher Examination)

		<u>Where Taught</u>
I.	The Family and Human Development	15%
	A. The life cycle	HE 218
	B. Family structures and functions: changing roles and life styles, interrelationships & conflict solution	HE 224 HE 424
II.	Management	15%
	A. Management theory	
	B. Management techniques: equipment selection & use of resources both human and nonhuman and change strategies	CS 101 CS 213
III.	Consumerism	15%
	A. Rights and responsibilities: legal & ethical considerations	
	B. Marketing practices: advertising, packaging, display	CS 315 CS 413
	C. Resources: assistance & information agencies, publications, services and products	HE 463
IV.	Nutrition and Foods	15%
	A. Nutrition: factors influencing needs (sex, age, size, activity, etc.), nutrients (functions & sources), and related health problems	FN 212
	B. Menu planning & food services: food selection, (sources, quality, purity, texture, color, price, nutritional content, etc.); food preparation; food storage; & food preservation	FN 150
V.	Clothing and Textiles	10%
	A. Wardrobe management: construction, selection, and care of clothing and accessories	CS 112
	B. Textiles: fibers (natural & man-made) and fabrics (design, production, finishes, selection and care)	CS 314
VI.	Housing	10%
	A. Structural types: single vs. multiple units, stationary vs. mobile	CS 312
	B. Types of acquisitions: ownership, rental, combination	

VII. Home Economics Education

20%


- | | |
|--|--------|
| A. Philosophy | HE 250 |
| B. Methods and resources | HE 350 |
| C. Program planning: vocational education,
homemaking, and consumer education | HE 450 |

Questions in these seven areas relate to two unifying concepts: the family and the individual (life stages and developmental processes) and the decision-making process (analysis of needs, resources and alternatives, and evaluation).

LETTERS OF SUPPORT

CONSUMER SERVICES DEPARTMENT
COLLEGE OF HUMAN ECOLOGY AND HEALTH SCIENCES
208 ACKERMAN, EXT. 2336

TO: Dr. Ruth Browning, Chairperson
Home Economics Education Department

FROM: Donna Streifthau, Chairperson
Consumer Services Department 

DATE: September 15, 1988

SUBJ: Support for the Proposed Curriculum Revision
Home Economics Education Certification

At the September 12th Consumer Services faculty meeting the CS Department unanimously supported the proposed changes for the Home Economics Education Curriculum which effect the CS Department, as outlined in your memo and information of September 6, 1988. We believe that our courses can add a very positive contribution to the preparation for Home Economics teaching positions.

DS:pbs

September 27, 1988

SUBJECT: Letter of Support

TO: Ruth Browning, Chairperson
Home Economics Education Department

FROM: Joanne B. Steiner, Chairperson
Department of Food and Nutrition

The Department of Food and Nutrition has reviewed your curriculum for Home Economics Certification. We concur with your change in the requirement that your students elect either FN 313 or FN 362. We look forward to providing these courses for your students and working with your program.

COURSE PROPOSALS

REVISION OF HE 350 COURSE SYLLABUS

I. Course description

HE 350, Teaching Family Life Education

3c-OL-3 s.h.

Prerequisites: HE 250, ED 242, ~~EP 302, and EP 377~~

Co-requisites - EP 302, EP 377

Emphasis is on teaching family life education in home economics classrooms and through community organizations and agencies. Lessons are planned and implemented using a variety of instructional methods incorporating adaptations and modifications for special needs learners, basic skills, global concerns and use of a problem solving/decision making approach. Planning of content, learning activities, instructional materials, and evaluation based on clearly stated objectives is emphasized. A microcomputer spreadsheet is utilized to manage a department budget and a gradebook. Participation in professional organization activities is expected.

II. Course objectives

Students will be able to:

1. Integrate home economics subject matter content into a framework for family life education.
2. Develop and implement lessons in family life education with clear objectives, content and learning experiences which enable learners to achieve the objectives and evaluation techniques to measure achievement of objectives.
3. Adapt and modify lessons for students with special needs (handicapped, disadvantaged, or limited English proficient).
4. Incorporate basic skills (reading, writing, mathematics, and science) into home economics content.
5. Incorporate global concerns and connections into home economics curriculum.
6. Utilize a decision making/problem solving approach in helping students analyze practical problems encountered in family life and in making consumer decisions.
7. Plan and utilize the following types of instruction:
 - a. direct field trips
 - b. conduct group and panel discussion
 - c. employ brainstorming, buzz group and question box techniques
 - d. employ simulation techniques
 - e. guide student study
 - f. direct student laboratory experience
 - g. direct students in applying problem-solving techniques
 - h. employ oral questioning techniques
 - i. employ motivation and reinforcement techniques
 - j. present an illustrated talk
 - h. present information with chalkboard and flip chart
8. Select and/or prepare instructional materials.
9. Develop a unit of instruction and sequence learning activities.
10. Establish student performance criteria and assess student knowledge, skills and attitudes.
11. Participate in professional organizations and activities.
12. Maintain a department budget and a gradebook utilizing a micro-computer spreadsheet.

III. Course outline

I. Framework for family life education	3
A. Changing demographics of schools and communities	
1. Needs of students and families	
2. Special groups (example: teen parents, single parents, handicapped, disadvantaged)	
B. Utilizing home economics subject matter in meeting family needs	
II. Planning and implementing instruction	
A. Selecting or developing objectives	1.5
B. Lesson planning	1.5
1. Motivating students and communicating objectives	
2. Selecting content, learning activities, instructional materials and evaluation procedures	
C. Adapting and modifying lessons for special needs	6
1. Handicapped	
2. Disadvantaged	
3. Limited English proficient	
D. Incorporating basic skills	6
1. Reading	
2. Writing	
3. Mathematics	
4. Science	
E. Incorporating global concerns	1.5
1. Global education from a humanistic model	
2. Global Connections AHEA project	
F. Decision making/problem solving	1.5
1. Encouraging students to analyze practical problems	
2. Assisting individuals and families to solve their own problems	
G. Instructional execution techniques	6
1. Field trips	
2. Group and panel discussions	
3. Brainstorming, buzz group and question box	
4. Simulation techniques	
5. Supervised student study	
6. Laboratory experiences	
7. Oral questioning	
8. Motivation and reinforcement	
9. Illustrated talk	
10. Chalkboard, flip chart	
H. Selecting or preparing instructional materials	1.5
I. Unit plan development	1.5
1. Sequencing learning	
2. Identifying what to include, what to omit	
3. Organizing for learning	
J. Establishing performance criteria and assessing learning	1.5
1. Knowledge	
2. Skills	
3. Attitudes	
K. Professional organization goals, activities, and participation	1.5
L. Use of computer spreadsheet	7.5
1. Gradebook	
2. Budget	
M. Analysis of Hunter model of teaching	1.5
	<u>42 hrs.</u>

IV. Evaluation

Development and implementation of plans - overall: (project: 4 minimum written and presented)	30%
Clearly identified objectives, content and experiences, evaluation	
Special needs adaptations/modifications	
Basic skill incorporation	
Global connections	
Development of decision making activities (written project)	10%
Instructional execution techniques	
Oral questions (written and oral project)	5%
Others (written and presented orally)	10%
Unit plan development (written project)	10%
Evaluation	5%
Class and professional activities participation	10%
Spreadsheet (gradebook and budget project)	10%
Hunter model analysis (final exam: written)	10%
	<u>100%</u>

V. Required reading

Arcus, Margaret (Jan., 1987). "Framework for Life Span Family Life Education." Family Relations, pp. 5-10.

Center for Vocational Education Modules. Athens, GA: American Association for Vocational Instructional Materials.

B-2 Develop Student Performance Objectives

B-3 Develop a Unit of Instruction

B-4 Develop a Lesson Plan

B-5 Select Student Instructional Materials

B-6 Prepare Teacher Made Instructional Materials

C-12 Employ Oral Questioning Techniques

D-4 Assess Student Performance: Skills

L-2 Identify and Diagnose Exceptional Students

L-3 Provide Instruction for Exceptional Students

L-4 Provide Appropriate Instructional Materials for Exceptional Students

M-1 Assist Students in Achieving Basic Reading Skills

M-2 Assist Students in Developing Technical Reading Skills

M-3 Assist Students in Improving Their Writing Skills

M-5 Assist Students in Improving Their Math Skills

Global Connections: Development Education for American Teenagers Through Home Economics - Illinois Teacher. Volume XXXI, No. 2, Nov.-Dec., 1987.

Hilfinger, Susanne, Sarah Lord and Constance Spohn. "A Far Cry From 'Stitching and Stirring'." Voc Ed, March 1985, p. 40-42.

Hodgkinson, Harold L. (1985). All One System Demographics of Education, Kindergarten Through Graduate School. Washington, D.C.: Institute for Educational Leadership, Inc.

Kister, Joanna and Wanda Montgomery (1987). Teacher's Guide, Global Connections. Washington, D.C.: American Home Economics Association.

Maxwell, Joan (December, 1987). "Applying Education Theory in a Nutrition Education Curriculum for Elementary School." Nutrition News. Rosemont, IL: National Dairy Council, p. 13-16.

VI. Students will need to supply some materials (such as paper, markers, poster board, food, fabric; i.e., those not available in the department) in presenting specific lessons. This would be a small amount depending on the individual project. Maximum per student per class would be less than \$5.

VII. Bibliography

All materials in Home Economics Curriculum Laboratory especially curriculum guides and modules published by AAVIM.

A Quest for Quality: Consumer and Homemaking Education in the 80s (1985). Washington, D.C.: Home Economics Education Association.

Brown, Marjorie M. (1985). Philosophical Studies of Home Economics in the United States, Our Practical Intellectual Heritage, Volumes I and II. East Lansing, MI: Michigan State University.

Definitive Themes in Home Economics and Their Impact on Families, 1909-1984 (1984). Washington, D.C.: American Home Economics Association.

Doll, Ronald C. (1986). Curriculum Improvement: Decision Making and Process, Sixth Edition. Boston: Allyn and Bacon, Inc.

Green, John A. (1975). Teacher Made Tests, Second Edition. New York: Harper & Row Publishers.

Home Economics (current issues) published by the International Federation of Home Economics, Paris, France.

Hunter, Madeline (1976). Improved Instruction. El Segundo, CA: TIP Publications.

Hunter, Madeline (1982). Mastery Teaching. El Segundo, CA: TIP Publications.

Illinois Teacher of Home Economics (current issues). Published by University of Illinois, Urbana, IL.

Journal of Home Economics (current issues). Published by American Home Economics Association, Washington, D.C.

Laster, Janet F. and Ruth E. Donner, Editors (1986). Vocational Home Economics Curriculum: State of the Field. American Home Economics Association, Teacher Education Section, Yearbook 6. Distributed by Bennett & McKnight Publishing Company, Peoria, IL.

Los Angeles Unified School District. Home Economics Basic Skills Guide (1986). Missouri Hills, CA: Glencoe Publishing Company.

McCarthy, Bernice (1980). The 4MAT System. Oak Brook, IL: Excel, Inc.

Schools That Work: What Works in Educating Disadvantaged Children (1987).
Washington, D.C.: U. S. Department of Education.

What Works: Research About Teaching and Learning, Second Edition (1987).
Washington, D.C.: U. S. Department of Education.

What Works: Schools Without Drugs (1987). Washington, D.C.: U.S.
Department of Education.

COURSE ANALYSIS QUESTIONNAIRE

HE 350, Teaching Family Life Education
(Revision of present course)A. Details of the course

- A1. This is a "methods of teaching" course for Home Economics Education majors. Emphasis is upon teaching home economics (i.e., family life education) in public schools, private schools, and in community agencies and organizations. This is not an appropriate course for inclusion in the Liberal Studies course list.
- A2. This is a revision of the present course, numbered HE 350. The content of the present HE 350, Evaluation and Methods of Teaching Vocational Home Economics; HE 430, Student Teaching Practicum; and ED 442, School Law (Home Economics section), is being reorganized into the revised HE 350, Teaching Family Life Education, and the new HE 450, Teaching Vocational Home Economics, course.
- A3. This is a traditional offering for the department.
- A4. This is a revision of the present HE 350 course which is required of all Home Economics Education majors. It has never been offered as a Special Topics class.
- A5. This is not a dual-level course. It contains content required for certification to teach Home Economics.
- A6. This course may not be taken for variable credit.
- A7. All higher education institutions which have a Home Economics Education program offer courses of this type. Examples of courses at other universities are shown in the table in Appendix B.

Course descriptions available are in Appendix C.

- A8. Yes. Content and skills of this course are required by the Pennsylvania Department of Education (for certification of teachers) and the American Home Economics Association (for accreditation). Content of this course is included in the National Teachers Exam for Home Economics. (See Analysis, page 10 of proposed program revision, for documentation.)

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. This will be one of three required courses in Home Economics Education. Majors are required to take only three courses in Home Economics Education. These courses as proposed will be HE 250, Introduction to Teaching Vocational Home Economics; HE 350, Teaching Family Life Education; and HE 450, Teaching Vocational Home Economics.
- B3. Home Economics Education courses provide a framework for integrating content of subject matter courses into what is known as home economics, which has the mission to improve family life. Teaching methods, appropriate to home economics, are also part of the course. The changes in the course do not affect any other department.

B4. Seats are available to all students seeking certification to teach Home Economics including those in Continuing Education.

C. Implementation

- C1. a. Two faculty members in Home Economics Education are adequate to handle the course load.
- b., c., d., e., f. Space, equipment, laboratory supplies, library materials, and travel funds presently available will continue to be utilized. No additional resources are needed except for updating.
- C2. Grant funds are not utilized for this course.
- C3. This course will be offered once a year (spring semester). Students would normally take this course during their junior year.
- C4. One section per year.
- C5. Sixteen students would be an ideal number.
- C6. No.
- C7. This is a requirement for majors. It would replace the current HE 350 course required of majors.

NEW COURSE
HE 450 COURSE SYLLABUS

29
Do you need to list HE
ED 482, EP 302, EP 377 -
all are prerequisites
3c-OL-3 s.h. for 350

I. Course description

HE 450, Teaching Vocational Home Economics

Prerequisites: HE 250, HE 350, ~~ED 242~~, ~~EP 302~~, and ~~EP 377~~

Emphasis is on teaching vocational home economics in consumer/homemaking and occupational home economics programs. Federal legislation impacting on home economics is analyzed for use in program decisions. Emphasis is given to program development using the CBVE model, development of individualized learning packets, vocational youth organizations, advisory committees, home economics and vocational education priorities, professional organizations, proposal development for funding, impacting on public policy, marketing home economics, and development of a personal philosophy of home economics education.

II. Course objectives

Upon completion of this course, students will be able to:

1. Explain priorities and requirements for vocational home economics as mandated in federal and state legislation and regulations and utilize these in making decisions about home economics programs.
2. Explain the scope of home economics and the relationship of consumer/homemaking education and occupational home economics.
3. Utilize the Competency Based Vocational Education Model (CBVE) for curriculum planning, development, evaluation and updating.
4. Develop individualized instruction packets.
5. Manage an individualized Competency Based Vocational Education (CBVE) instructional program.
6. Organize, manage, and participate in activities of a vocational youth organization such as FHA/HERO.
7. Organize and work with an advisory committee.
8. Work with community based organization to develop and implement teen parent and community outreach programs.
9. Participate in professional organization activities.
10. Develop grant proposals based on guidelines for vocational funds available to secondary and post-secondary institutions (using a micro-computer word processor).
11. Utilize vocational education and legislative networks to impact on public policy.
12. Market the home economics program.
13. Write a personal philosophy of home economics education.

III. Course outline

Time in
lecture hours

- I. Federal legislation impacting on home economics and vocational education
- A. Identification of priorities
- B. Pennsylvania standards and regulations for implementation
 1. Chapter 6
 2. Vocational education network
- C. Examination of vocational home economics programs and curriculum in states other than Pennsylvania (i.e., how home economics in other states is similar to or different than Pennsylvania)

4.5

- | | |
|---|-----|
| <ul style="list-style-type: none"> II. Occupational Home Economics <li style="padding-left: 20px;">A. Relationship to consumer and homemaking education <li style="padding-left: 20px;">B. Scope of occupational home economics <ul style="list-style-type: none"> 1. Child Care Services 2. Food Services Production and Management 3. Clothing Services Production and Management 4. Housing and Furnishings 5. Institutional and Home Health Management <li style="padding-left: 20px;">C. Relationship of family life and work <ul style="list-style-type: none"> 1. Research 2. Economic development | 4.5 |
| <ul style="list-style-type: none"> III. Model for Competency Based Vocational Education (CBVE) <li style="padding-left: 20px;">A. Needs assessment <ul style="list-style-type: none"> 1. Scope of course/program 2. Community needs, rationale and verification <li style="padding-left: 20px;">B. Competency validation <ul style="list-style-type: none"> 1. DACUM approach 2. Developing competency statements/tasks 3. Validation of tasks 4. Advisory committee input <li style="padding-left: 20px;">C. Action planning <ul style="list-style-type: none"> 1. Development of valid terminal performance objectives 2. Development of tentative assessment procedures 3. Development and sequencing of enabling performance objectives <li style="padding-left: 20px;">D. Implementation <ul style="list-style-type: none"> 1. Identify sequential performance steps 2. Determine resources (equipment, supplies, instructional materials) needed <li style="padding-left: 20px;">E. Evaluation <ul style="list-style-type: none"> 1. Assess student performance <ul style="list-style-type: none"> a. Develop criteria and devices for evaluation b. Determine standards for performance 2. Design a learning management system to: <ul style="list-style-type: none"> a. Monitor student progress b. Provide continuous feedback to students 3. Conduct course/program evaluation <ul style="list-style-type: none"> a. Individual students b. Impact on community | 6 |
| <ul style="list-style-type: none"> IV. Individualized learning packets <li style="padding-left: 20px;">A. Scope development <li style="padding-left: 20px;">B. Enabling objective development <ul style="list-style-type: none"> 1. Content development 2. Learning experiences 3. Self checks. <li style="padding-left: 20px;">C. Evaluation of objective(s) | 6 |
| <ul style="list-style-type: none"> V. Vocational youth organizations (VSOs) <li style="padding-left: 20px;">A. What is FHA/HERO? <ul style="list-style-type: none"> 1. Relationship to other VSOs 2. Goals and purposes 3. Structure and organization <li style="padding-left: 20px;">B. Organization and management of a local chapter | 6 |

Time in
lecture hours

<ul style="list-style-type: none"> VI. Advisory committees <li style="padding-left: 20px;">A. Purposes and benefits <li style="padding-left: 20px;">B. Effective utilization <li style="padding-left: 20px;">C. Organization and management 	3
<ul style="list-style-type: none"> VII. Priority areas of need <li style="padding-left: 20px;">A. Consumer and homemaking <ul style="list-style-type: none"> 1. Teen parent programs 2. Community outreach <li style="padding-left: 20px;">B. Community-based organization development <li style="padding-left: 20px;">C. Other <ul style="list-style-type: none"> 1. Disadvantaged, handicapped, LEP 2. Displaced homemaker, single parent 3. Equity 4. Training needs 	1.5
<ul style="list-style-type: none"> VIII. Professional organizations <li style="padding-left: 20px;">A. AHEA/PHEA <li style="padding-left: 20px;">B. AVA/PVA/PVHEEA/PAVESNP <li style="padding-left: 20px;">C. NEA/HEEA 	1.5
<ul style="list-style-type: none"> IX. Proposal development <li style="padding-left: 20px;">A. Guidelines for funding <ul style="list-style-type: none"> 1. Identification of needs 2. Preliminary ideas and contacts <li style="padding-left: 20px;">B. Writing the proposal <ul style="list-style-type: none"> 1. Rationale: Needs and research base 2. Objectives 3. Procedures 4. Personnel 5. Evaluation procedures 6. Dissemination 7. Supporting documentation 8. Affirmative action and equity policies 9. Budget <li style="padding-left: 20px;">C. Submission process 	4.5
<ul style="list-style-type: none"> X. Public policy <li style="padding-left: 20px;">A. Vocational education networks <li style="padding-left: 20px;">B. Working with legislators 	1.5
<ul style="list-style-type: none"> XI. Marketing <li style="padding-left: 20px;">A. Displays <li style="padding-left: 20px;">B. Presentations <li style="padding-left: 20px;">C. Networks <li style="padding-left: 20px;">D. In the local school district 	4.5
<ul style="list-style-type: none"> XII. Philosophy <li style="padding-left: 20px;">A. Examination of philosophy statements <li style="padding-left: 20px;">B. Development of personal philosophy statement 	1.5
<ul style="list-style-type: none"> IV. Evaluation <li style="padding-left: 20px;">Priorities and scope of home economics (essay) <li style="padding-left: 20px;">Curriculum planning using CBVE model (written project) <li style="padding-left: 20px;">Individualized instruction packet development (written project) 	 5% 15% 15%

CBVE management (project)	5%
FHA/HERO (presentation at and participation in state or district FHA/HERO)	5%
Advisory committee (written project)	5%
Interaction with a community-based organization (project)	10%
Development of creative outreach or teen parent program into a proposal for funding (written project)	15%
Professional organization (individualized participation and leadership)	5%
Impact on public policy (written letter or personal contact)	5%
Program marketing (project)	5%
Personal philosophy (written essay)	5%
Participation in class discussion and activities	5%

V. Required readings

Abt, Phyllis, et al. (1978). Occupational Analysis of Colorado Homemakers Utilizing the DACUM Approach. Fort Collins, CO: Curriculum Materials Service, Department of Vocational Education.

Browning, R.A. (1987). "Implementing Competency-Based Education in Home Economics." Xeroxed paper, IUP.

Center for Vocational Education, The Ohio State University. Published and distributed by the American Association for Vocational Instructional Materials (AAVIM), University of Georgia, Athens, GA, 1983.
Module A-8 Develop a Course of Study
Module I-3 Develop an Active Personal Philosophy of Education

Engelbrecht, JoAnn D. and Joyce I. Nils (Spring, 1988). "Work/Family Interactions: Trends and Applications." Journal of Home Economics, p. 23-27.

FHA/HERO Chapter Handbook (1987). Harrisburg, PA: Department of Education.

How to Approach, Develop, Vitalize, Improve, Structure, Establish Local Advisory Councils on Vocational Education (1985). Harrisburg: Pennsylvania Council on Vocational Education.

Incentive Events Guidelines, Pennsylvania Association, Future Homemakers of America (no date). Harrisburg, PA: Department of Education.

"Insider" (Oct., 1987). Vocational Education Journal, p. 51-54.

"Marketing Packet" (1987). Xeroxed papers, distributed by Glencoe Publishing Company.

"Model for CBVE Implementation" (Nov., 1981). FOCUS on Vocational Program Improvement. Millersville, PA: VEIN.

Occupational Advisory Committee Handbook (1986). Harrisburg: Pennsylvania Council on Vocational Education.

"Public Relations, Promotion and Publicity" (Jan-Feb, 1987). Illinois Teacher. Urbana, IL: University of Illinois.

Regulations and Standards for Vocational Education (1986). Pennsylvania Department of Education, Bureau of Vocational and Adult Education.

"Teen Choices: Books, Babies, or Babies and Books" (Fall, 1987). Journal of Home Economics, p. 31-51.

Terras, Joyce J. and Carolyn H. Comfort (1979). Teaching Occupational Home Economics. Peoria: Charles A. Bennett Company, Inc. Chapters 1 and 2.

"Unlocking the D.O.T." (no date). Xeroxed paper; author and publisher unknown.

U. S. Congress, Carl D. Perkins Vocational Education Act, 1984 (P.L. 98-524).

VI. Special resource requirements

No fees or other materials will be needed.

VII. Bibliography

Adamsky, Richard A. (no date). Validate an Occupational Analysis, Module X-1. Philadelphia: Temple University.

Blankenship, Martha Lee and Barbara Dommert Moerchen (1979). Home Economics Education. Boston: Houghton Mifflin Company.

Border, Barbara, Editor (1983). Nontraditional Home Economics: Meeting Uncommon Needs With Innovative Plans. Washington, D.C.: Teacher Education Section, American Home Economics Association. Distributed by Bennett & McKnight Publishing Company.

Chamberlain, Valerie and Joan M. Kelley (1981). Creative Home Economics Education, Second Edition. New York: Webster Division, McGraw-Hill Book Company.

Cullen, Jacqueline (1987). Controlling Your Program's Destiny: Influencing Policymakers. Harrisburg: Pennsylvania Council on Vocational Education.

Guidelines for Submission of Applications for Vocational Education Funds, July 1, 1988-June 30, 1989 (1988). Harrisburg, PA: Department of Education, Bureau of Vocational and Adult Education.

Illinois Teacher of Home Economics (current issues). Published by University of Illinois, Urbana, IL.

Implementing the Carl D. Perkins Act (P.L. 98-524) (1987). Harrisburg, PA: Department of Education, Bureau of Vocational and Adult Education.

Journal of Home Economics (current issues). Published by American Home Economics Association, Washington, D.C.

Laster, Janet F. and Ruth E. Donner, Editors (1986). Vocational Home Economics Curriculum: State of the Field. American Home Economics Association, Teacher Education Section, Yearbook 6. Distributed by Bennett & McKnight Publishing Company, Peoria, IL.

Sutter, Sally A. (1985). Statewide Evaluation of Vocational Education Consumer and Homemaking Programs. Harrisburg, PA: Department of Education, Bureau of Vocational Education, Research Coordinating Unit.

The Forgotten Half: Non-College Youth in America (1988). New York: The William T. Grant Foundation.

Turning the Tide, A Plan for Strengthening the Vocational-Technical Education System (1985). Harrisburg, PA: Department of Education.

COURSE ANALYSIS QUESTIONNAIRE
HE 450, Teaching Vocational Home Economics

A. Details of the course

- A1. This is a "methods of teaching" course for Home Economics Education majors. Emphasis is on vocational education mandates for home economics as specified in federal legislation. This is not an appropriate course for inclusion in the Liberal Studies course list.
- A2. This is proposed as a new course. The content of the present HE 350, Evaluation and Methods of Teaching Vocational Home Economics; HE 430, Student Teaching Practicum; and ED 442, School Law (Home Economics section), is being reorganized. There is too much content to cover in a single course. HE 430 will no longer be taught. This will allow ED 442, School Law, to be more consistent with other sections of School Law.
- A3. This is a traditional type offering for the department.
- A4. This course has not been offered as a Special Topics course.
- A5. This is not a dual-level course. It contains content required for certification to teach Home Economics.
- A6. This course may not be taken for variable credit.
- A7. All higher education institutions which have a Home Economics Education program offer courses of this type. Examples of courses at other universities are shown in the table in Appendix B. Course descriptions available are in Appendix C.
- A8. Yes. Content and skills of this course are required by the Pennsylvania Department of Education (for certification of teachers) and the American Home Economics Association (for accreditation). Content of this course is included in the National Teachers Exam for Home Economics. (See Analysis section, page 10, of proposed program revision for documentation.)

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. This is one of three required courses in Home Economics Education. It is part of the sequence for majors. These courses are:
- HE 250, Introduction to Teaching Vocational Home Economics
HE 350, Teaching Family Life Education
HE 450, Teaching Vocational Home Economics
- B3. This course has no relationship to courses offered by other departments.
- B4. Seats are available to all students seeking certification to teach Home Economics including those in Continuing Education.

C. Implementation

- C1. a. Two faculty members in Home Economics Education are adequate to handle the course load.
- b., c., d., e., f. Space, equipment, laboratory supplies, library materials, and travel funds presently available will continue to be utilized. No additional resources are needed except for updating.
- C2. Grant funds are not utilized for this course.
- C3. This course will be offered once a year in the fall semester. Students will take this course during their senior year and will student teach in the spring semester.
- C4. One section per year.
- C5. Sixteen students is an ideal number.
- C6. No.
- C7. This course is a requirement for majors. There are no free electives. Requirements for certification and accreditation cannot be met in a 124-hour program. See section on Program Analysis, page 10, for how certification and accreditation requirements are met.

APPENDIX A
Catalog Changes

Appendix A
Catalog Changes

BACHELOR OF SCIENCE IN EDUCATION IN HOME ECONOMICS EDUCATION

GENERAL EDUCATION:	As outlined in Liberal Studies Section with the following specifications:	54
	Natural Science: CH 101-102	
	Social Science: PC 101, SO 151	
	Liberal Studies Electives: ES 401 , CS 315	
MAJOR:		41-42
<u>Required courses</u>		
FN 150	Foods	4 s.h.
FN 212	Nutrition	3
CS 217	Interior Design	3
CS 312	Housing and Man & Culture	3
CS 314	Textiles	3
HE 218	Child Development	3
HE 220	Teaching in Child Development Centers	4
HE 224	Marriage and Family Relations	3
CS 101	Personal & Family Management	
<u>Controlled electives</u>		
One from list:	FN 313, FN 362	3-4 s.h.
Two from list:	CS 112, CS 212, CS 453, CS 454	6
One from list:	CS 213, CS 413	3
One from list:	HE 424, HE 463	3
PROFESSIONAL REQUIREMENTS:		36
HE 250	Intro. to Teaching Vocational Home Economics	3 s.h.
HE 350	Teaching Family Life Education	3
HE 450	Teaching Vocational Home Economics	3
ED 242	Pre Student Teaching Clinical Experience I	1
ED 342	Pre Student Teaching Clinical Experience II	1
EP 302	Educational Psychology	3
EP 377	Educational Tests and Measurements	3
FE 202	American Education in Theory and Practice	3
CM 301	Instructional Media	3
ED 442	School Law	1
ED 431/441	Student Teaching	12
OTHER REQUIREMENTS:		3- 4
BI 155	Human Physiology and Anatomy OR	4
BI 232	Fundamentals of Microbiology	3
TOTAL DEGREE REQUIREMENTS:		134-136

Course Description
HE 350

HE 350, Teaching Family Life Education

3c-OL-3 s.h.

Prerequisites: HE 250, ED 242, ~~EP 302~~, and ~~EP 377~~ concurrently

Co-requisites EP 302, EP 377

Emphasis is on teaching family life education in home economics classrooms and through community organizations and agencies. Lessons are planned and implemented using a variety of instructional methods incorporating adaptations and modifications for special needs learners, basic skills, global concerns and use of a problem solving/decision making approach. Planning of content, learning activities, instructional materials, and evaluation based on clearly stated objectives is emphasized. A micro-computer spreadsheet is utilized to manage a department budget and a gradebook. Participation in professional organization activities is expected.

Course Description
HE 450

HE 450, Teaching Vocational Home Economics

3c-OL-3 s.h.

Prerequisites: ~~HE 250~~, HE 350, ~~HE 240, HE 302, and HE 304~~

Emphasis is on teaching vocational home economics in consumer/homemaking and occupational home economics programs. Federal legislation impacting on home economics is analyzed for use in program decisions. Emphasis is given to program development using the CBVE model, development of individualized learning packets, vocational youth organizations, advisory committees, home economics and vocational education priorities, professional organizations, proposal development for funding, impacting on public policy, marketing home economics, and development of a personal philosophy of home economics education.

APPENDIX B**Analysis of Home Economics Education Programs
in Selected Universities**

NOTE: In the fall of 1987, we contacted approximately 50 other colleges and universities with programs in Home Economics Education to request information about their Home Economics Education program. Information received has been analyzed and data on the following pages includes for each respondent the total number of credit hours needed for graduation, the number of credit hours required in home economics content, and the portion of content that is devoted entirely to Family courses. Also shown is the number of required credits in Home Economics Education and the titles of required courses in Home Economics Education.

Name of University	Hours Required for Degree		Required Hours of Home Econ. Content		Hours of Family Courses in Content		Home Economics Education Credits (excluding field experiences and student teaching)		Total
	Hours (Quarter Hours)	?	78	50	15	7	5	4	
Auburn University	210						Teaching Home Economics	3	12
Ball State University	127				15		Programs in Home Economics Vocational and Adult Educator	3	12
Eastern Michigan University	133		42		7		Prin. & Philosophy of Vocational Education Methods & Materials for Teaching Coordination of Cooperative Programs Implementation of Vocational Educ. Programs	3	12
Florida State University	?		40		9		Social Aspects of Teaching Methods & Materials in Teaching Consumer/Home Economics Education Resources in Teaching Consumer/Home Economics Education	3	9
Illinois State University	120		36		9		Development & Trends in Home Economics Philosophy & Methods of Teaching Home Econ. Teaching/Learning Processes in Home Econ. Teaching Independent Living Skills Methods of Developing Functional Programs in Home Economics	2 3 3 3	17
Louisiana State University	138		?		?		Curriculum Development in Home Economics Introduction to Home Economics Home Economics Career Options Contemporary Issues in Home Economics Competencies for Teaching Organization & Admin. of Vocational Education Programs OR Coordination Techniques of Vocational Educ.	3 1 1 1 4	10
Mansfield University of Pennsylvania	128		39		9		Voc. Educ. Student & Program Evaluation Youth Organizations Methods of Teaching in Vocational Educ. Laboratory Management Vocational Assessment, Communication and Career Guidance	3 3 3	?
Michigan State University	143		45		13		Observation & Participation Teaching Home Economics I Teaching Home Economics II Vocational & Career Education	3 3 3	12

Required Hours of

Hours Required For Degree

Hours of Home Econ. Content

Family Courses in Content

Home Economics Education Credits (excluding field experiences and student teaching)

Total

Name of University	Hours Required For Degree	Hours of Home Econ. Content	Family Courses in Content	Home Economics Education Credits (excluding field experiences and student teaching)	Total
North Dakota State University	?	46	?	Methods of Teaching Home Economics Seminar Adult & Occupational Programs in Home Econ. Teaching Family Life Education	3 2 3 3 11
Ohio State University	196 (Quarter hours)	60	?	The Profession of Home Economics Educative Process in Home Economics Introduction to Home Economics Vocational Home Economics Programs Program Planning in Secondary Home Econ. Program Planning in Home Economics Related Occupations Professional Development	2 3 3 3 3 3 2 19
Ohio University	?	?	11	Teaching Home Economics Seminar in Home Economics Education	4 4 8
Oregon State University	192 (Quarter hours)	104	17-18	Perspectives in Home Economics Professional Issues in Home Economics Problems of Beginning Teachers Organization & Admin. of Homemaking Educ. Occupational Preparation in Home Economics Education (occupational option)	1 2 3 3 3 9-12
Purdue University	124	52		Principles, Philosophy, Organization, & Coordination of Vocational Education Techniques of Coordination of Cooperative Education	6 2 8
South Dakota State University	128	65	10	Management in Personal & Family Living Career Exploration Occupational Teacher Education Philosophy and Methods Preparation for Student Teaching Principles of Vocational Education	3 1 3 3 5 3 18
State University of New York at Plattsburg	127	46	9	Career Life Planning Basic Concepts of Home Economics Education Program and Curriculum Planning	3 3 3 9
University of Idaho	132	45	10	Trends & Perspectives in Home Economics Communicating Home Economics Concepts Experimental & Leadership Programs Adult Training & Development	1 3 3 1-3 8-10

Name of University	Hours Required		Hours of		Hours of		Total
	for Degree	Home Econ. Content	Family Courses	Home Econ. Content	Home Economics Education Credits (excluding field experiences and student teaching)	2	
University of Iowa	98-130	33-35	6		Intro. to Teaching Home Economics Methods: Home Economics Seminar: Curriculum & Student Teaching Curriculum: Home Economics Evaluation: Home Economics	2 3 1 3 2	11
University of Maine at Farmington	121	43	11		Professional Orientation to Home Economics Teaching & Learning in Human Development Preprofessional Practicum Program Management & Instruction	2 3 4 3	12
University of Maryland	?	?	21		Basis for Curriculum Decisions in Home Econ. Curriculum Development in Home Economics Curriculum Instruction & Observation in Home Economics Home Econ. for the Special Needs Learner	3 3 3 3	12
University of Minnesota at Duluth--Student selects tracks in: Home Econ. Minor Family Life	137-139			15 24-25	Foundations of Home Economics Home Economics Teaching Strategies Home Economics Programs	2 4 4	8
University of Minnesota at St. Paul	186	45 65	27		Introduction to Home Economics Education Knowledge & Values in Home Economics Home Economics Curriculum and Instruction: Cognitive Learning Home Economics Curriculum and Instruction: Affective Learning Curriculum Management	2 4 5 4 3	18
University of Missouri at Columbia	142	48-51	14		Occupational Home Economics Programs Methods of Teaching Vocational Home Economics Education Curriculum Development in Home Econ. Educ. Careers in Home Economics Vocational Education in Home Economics	2 3 3 1 3	4
University of Montevallo	?	46	9		Course names unknown		9
University of New Mexico	128	37	15		Intro. to Home Economics Education	2	
University of North Carolina at Greensboro	126	42	15		Curriculum & Teaching Methods of Home Econ. Planning & Evaluating the Consumer & Homemaking Program Occupational Home Economics	3 3 3	11

Name of University	Hours Required for Degree		Hours of Family Courses in Content		Home Economics Education Credits (excluding field experiences and student teaching)	Total
	Required	Home Econ. Content	Required	Home Econ. Content		
University of Southern Mississippi	130	48	15		3 3 3 3 3	12
University of Tennessee at Knoxville	130	48	12		3 3 3 3	9
University of Texas at Austin	126	51	9		3 3 3 3	12
University of Wisconsin at Madison	124	43	12		2 3 2 1	8
University of Wisconsin at Stout	135	44-46	11		2 2 3 2 2 2 2 2 3	15
Utah State University	186	78-81	18-21		3 3 4 3	13

APPENDIX C

Course Descriptions

Ohio State University

Home Economics Education

347 Campbell Hall, 1787 Neil Avenue, 292-4487

289 Introductory Field/Work Experience

Directed observation-participation experiences in schools, and/or in extension or workplace settings related to teaching home economics. Andrian.

Application for placement must be filed in dept the qtr preceding the experience. Registration one quarter prior to field experience. Open only to students enrolled in home economics teaching major and UVC home economics CAP code. Repeatable to a maximum of 10 or hrs. These courses are graded S/U.

289.01 Introductory Field Experience U 1-5

Directed observation-participation experience in middle and/or secondary schools, or in extension.

Au, Wi, Sp Qtrs. Arr experience, 1 hr cl. concur or after experience.

289.02 Home Economics Occupational Work Experience U 2

Supervised and directed experience in a work setting related to job training.

Au, Wi, Sp Qtrs. Arr. Prereq: Permission of instructor. Open only to job-training majors.

290 The Profession of Home Economics U 2

Scope of home economics as a field of study and as a profession.

Au, Wi, Sp Qtrs. Not open to students with credit for Home Ec 290. To be scheduled in the 1st or 2nd qtr of enrollment in HEC.

294 Group Studies U 2, 3 or 5

Selected topics in home economics education.

Prereq: Open to students who meet dept's stated prereqs. Repeatable to a maximum of 10 or hrs.

340 Educative Process in Home Economics U 3

Planning and organizing instructional materials and experiences for non-formal educational setting. Lester.

Au, Wi, Sp Qtrs. 2 1½-hr cl. Prereq: 3rd yr standing with 10 or hrs in home ec major; Fm&Hu Dv 364 or equiv, Fm Res M 341.01 or equiv, and Psych 100 or 300. Not open to H Ec Edu teaching majors.

341 Introduction to Home Economics Teaching U 3

Participation in simulated teaching activities with emphasis on planning and on strategies.

Sp Qtr. 1-2-hr cl. 1 3-hr lab. Prereq: Acceptance in H Ec Edu, 2nd yr standing, and prereq or concur: Psych 230.

440 Vocational Home Economics Programs U 3

Principles and procedures in developing and administering programs in vocational home economics with consideration of federal-state-local relationships. Andrian.

Au Qtr. 3 cl. Prereq: 341 or equiv. 3rd yr standing, and 2.50 cumulative pt-hr ratio.

444 Program Planning in Secondary Home Economics U 3

Consideration of curriculum, instruction, management, evaluation, and other responsibilities of home economics teacher. Donner.

Wi Qtr. 3 cl. ½ day arr. Prereq: 440 and 2.50 cumulative pt-hr ratio.

446 Program Planning in Home Economics Related Occupations U 3

Consideration of curriculum, instruction, evaluation, and other aspects of teaching in home economics related occupations. Andrian.

Au Qtr 1 2½-hr cl. arr hrs for observation and participation. Prereq: 440 and 2.50 cumulative pt-hr ratio. For vocational certification only.

589 Field Experience

Application for placement must be filed in dept the qtr preceding registration. Each decimal subdivision repeatable to a maximum of 10 or hrs.

589.01 Home Economics Education U 1-5

Directed participation in roles and responsibilities of the home economics teacher. Andrian.

Au, Wi, Sp Qtrs: field exper. arr; Au, Wi Qtrs: 1 hr sem. Prereq: 341 and 3rd or 4th yr standing in home ec teaching major. This course is graded S/U.

589.02 Home Economics Extension U 1-10

Supervised participation in roles and responsibilities of the extension home economist. Redick.

Su, Au, Sp Qtrs. Arr. Prereq: 3rd or 4th yr standing in home ec and written permission of instructor.

591 Supervised Home Economics Teaching U 5

Supervised participation in the responsibilities and activities of the home economics teacher in the regular day school and extended school program.

Sp Qtr. (Au qtr by special permission only.) Full time for 1 qtr for 15 or hrs. Prereq: 444 or 446, 589.01, 2.50 cumulative pt-hr ratio, and 4th yr standing.

591.01 Designing Instructional Plans

Concur: 591.02 and 591.03.

591.02 Implementing Instructional Plans

Concur: 591.01 and 591.03.

591.03 Allied Professional Responsibilities

Concur: 591.01 and 591.02.

593 Individual Studies U 1-5

Problems in various phases of home economics education.

Su, Au, Wi, Sp Qtrs. 1 or more conf. H593 (honors) may be available to students enrolled in college honors program or eligible for enrollment. Prereq: Completion of individual study plan form. Repeatable to a maximum of 10 or hrs. This course is graded S/U.

595 Professional Development U 2

The professional role in society, career opportunities and goals, securing a position, performance, trends, professional involvement, and continuing development.

Wi Qtr. 1 1½-hr cl. Prereq: 3rd or 4th yr standing in home ec edu or journal. Not open to students with credit for Home Ec 595.

660* Entrepreneurship in Home Economics U G 3

Application of knowledge to teaching entrepreneurship in home economics in secondary, adult, and higher education and/or formulating plans to become an entrepreneur using home economics skills. Gintzmaier.

Sp Qtr. (Even-numbered years.) 1 2½-hr cl.

690† Workshop U G 2-5

Intensive study of a topic common to the participants for the purpose of developing related sound principles and practices.

Su Qtr. Hrs arr. Prereq: Written permission of instructor. Repeatable to a maximum of 12 or hrs.

694 Group Studies U G 2, 3 or 5

Selected topics in home economics education.

Prereq: Open to students who meet dept's stated prereqs. Repeatable to a maximum of 10 or hrs.

697 Study at a Foreign Institution U G 1-15

An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

Su, Au, Wi, Sp Qtrs. Arr. Prereq: Written permission of dept chairman. Repeatable to a maximum of 45 or hrs. Students will pay OSU fees and any fees in excess of OSU tuition, as well as all travel and subsistence costs.

740* Trends in Home Economics U G 3

An overview of home economics at the elementary, secondary, higher education, and adult levels; general trends in enrollment, curriculum, supervision, administration, and research. Donner.

Au Qtr. (Even-numbered years.) 1 2½-hr cl.

 Vocational and Technical Education

 University of Minnesota - St. Paul

5361. BUSINESS OBSERVATION AND SEMINAR. (3-9 cr, \$BDE 5361)

Current operating practices and career opportunities in business and industry combining planned experiences in work environments and related seminars.

5370. SPECIAL TOPICS IN INSTRUCTION. (1-6 cr)

Planning and providing content, evaluating instruction. Topics vary with each offering.

5380. SPECIAL TOPICS IN CURRICULUM. (1-6 cr)

Content development and evaluation of curriculum and curriculum materials. Topics vary with each offering.

5390. SPECIAL TOPICS IN TECHNICAL UP-DATING. (1-6 cr)

Technological and procedural changes in business content. Topics vary with each offering.

5600. FIELD-BASED PROJECTS IN BUSINESS AND MARKETING EDUCATION. (1-12 cr (max 12 cr); prereq #)

Individual or group work on curricular, instructional, developmental, or evaluative problems and projects applicable to local school or business situations.

5900. DIRECTED STUDY IN BUSINESS AND MARKETING EDUCATION. (1-6 cr (max 6 cr); S-N optional; prereq Δ)

Opportunity for individual learning experiences not covered by regular courses.

For Graduate Students Only

 (For description, see *Graduate School Bulletin*)

8300. SEMINAR: RESEARCH IN BUSINESS, MARKETING, AND ECONOMIC EDUCATION
8600. INTERNSHIP: BUSINESS AND MARKETING EDUCATION
8900. PROBLEMS: BUSINESS AND MARKETING EDUCATION
Home Economics Education (HEEd)
1500. INTRODUCTION TO HOME ECONOMICS EDUCATION. (2 cr)

Exploration of profession and educator's alternative roles; implications of contemporary and future social forces for home economics education.

1510. KNOWLEDGE AND VALUES IN HOME ECONOMICS. (4 cr; prereq 1500 or #)

Processes of developing, acquiring, and integrating knowledge and values; application to home economics education.

3021. EDUCATION THROUGH EXTENSION METHODS. (3 cr, \$AgEd 3021; prereq soph)

Role of nonschool agencies in rural and agricultural education; methods and techniques of formal and informal instruction in school and nonschool educational programs.

3315. ADULT EDUCATION IN HOME ECONOMICS. (3 cr)

Resources and processes for community analysis and design of educational programs to enable adults of all ages to identify and solve problems in personal and family life.

3325. PRACTICUM IN CHILD DEVELOPMENT. (1 cr)

Observation and experience with children as a method of teaching child development in the home economics program.

3331. CHILDREN AND PARENTING: CURRICULUM METHODS AND MATERIALS. (2 cr; prereq * special section of CPsy 3330 for home economics majors or #)

Appropriate methods and materials for teaching concepts at the secondary and adult levels.

3520. HOME ECONOMICS CURRICULUM AND INSTRUCTION: COGNITIVE LEARNING. (3 cr; prereq 1510)

Broad overview of elements of curriculum: objectives, assessment, and strategies related to cognitive learning.

3530. HOME ECONOMICS CURRICULUM AND INSTRUCTION: AFFECTIVE LEARNING. (4 cr; prereq 3520 and 6 cr in learning psychology and educational processes)

Objectives, assessment, and strategies related to affective learning.

3601. CLINICAL EXPERIENCE. (3-18 cr; prereq 3620 and *3611; SeEd 3150, 3155, Δ; S-N only)

Classroom teaching in consumer homemaking, family life, and home economics occupations in selected Minnesota schools.

3611. FIELDWORK. (3 cr; S-N only; prereq 3620, *3601, Δ)

Individualized instruction in consumer homemaking, family life, or occupational education programs in the field and on campus.

3620. CURRICULUM MANAGEMENT. (3 cr; prereq 3530 or *3530)

Classroom activities including laboratory.

3900. INDEPENDENT STUDY. (1-9 cr per qtr (max 9 cr); prereq jr and #)

Study of selected topics in home economics chosen in collaboration with staff.

3910. EDUCATIONAL METHODS FOR HOME ECONOMISTS AND RELATED PROFESSIONALS. (3 cr; prereq jr and non-home economics education majors; S-N optional)

For home economists and related professionals whose work includes educating people; development of skills necessary to organize, implement, and evaluate presentations and programs for individual clients as well as groups.

5001. SPECIAL TOPICS. (1-6 cr; S-N optional)

Study of topic not covered by available courses.

Mansfield University of Pennsylvania

- ✓ 390 **OBSERVATION AND PARTICIPATION IN EDUCATIONAL SETTINGS (3)** Application of concepts and techniques learned in HEC 391 while observing and participating in a variety of teaching learning situations including: nursery and elementary schools, day care centers, programs for the elderly, co-operative extension programs, and classes for students with special needs. Prerequisite: HEC 391 or by permission of instructor. 2 Lect., 2 Lab.
- ✓ 391 **TEACHING OF HOME ECONOMICS I (3)** The first course in the home economics education sequence. Primary focus is planning for the teaching of home economics content areas. Emphasizes methods, techniques and use of resources for teaching. Simulation and micro-teaching are utilized for implementation of lesson planning. Prerequisites: PSY 230 or permission of instructor.
- ✓ 392 **TEACHING OF HOME ECONOMICS II (3)** Emphasizes philosophical basis for program and curriculum development for home economics program. Includes selection of learning experiences and resource materials relevant to unit and lesson planning. Provides for development of personal teaching philosophy and style of teaching. Studies current legislation and family issues. Discipline and evaluation. Prerequisites: HEC 390 and 391.
- 424 **THE HANDICAPPED HOMEMAKER (3)** Identification and analysis of various handicaps which influence ability to manage daily life tasks. Exploration of techniques for work, storage and organization to achieve more independent living.
- 425 **PERSONAL AND FAMILY FINANCIAL MANAGEMENT (3)** A course covering financial planning for individuals and families over a lifetime which includes money management techniques useful in accomplishing one's personal and family financial goals. Prerequisite: HEC 321 or consent of instructor.
- 426 **FAMILY FINANCIAL COUNSELING (3)** Focuses upon family financial problems and the participation of professionals in their solution. Financial counseling techniques applied in case study and real life situations. Methods of rehabilitative and long-term financial planning included.
- 429 **INTERNSHIP: FOOD SERVICE MANAGEMENT (3)** An approved practicum in the student's area of interest in the field of food service management following the junior year.
- 435 **TEACHING IN THE PRESCHOOL (3)** Offers directed work in selected preschool settings with opportunities to apply principles of guiding children in preschool groups. Covers principles of preschool group management including: management of space, equipment, and supplies; planning; funding and regulations; working with parents and community. Prerequisite: HEC 231 or permission of the instructor.
- 436 **PREPROFESSIONAL SEMINAR (2)** Primary focus is on the integration of theory and practice in basic helping skills. Includes participation in community organizations. Prerequisite: senior standing.
- 437 **ADVANCED CHILD DEVELOPMENT (3)** Studies development of the child from prenatal to adolescence. Emphasizes current research and theory. Prerequisites: HEC 231, HEC 333, or by permission of instructor.
- 438 **ADVANCED FAMILY RELATIONSHIPS (3)** Explores internal functioning of family life including theoretical considerations and the impacts of the larger society on family dynamics. Considers policy issues and the amelioration of family problems.
- 439 **INTERNSHIP: CHILD AND FAMILY SERVICES (12)** The student participates in a supervised twelve to fifteen week field placement with a community agency appropriate to the student's professional interests. Examples of agencies and programs utilized include early childhood and day care, general social services, children's services, family planning, county extension, adolescent programs, and gerontological services. Prerequisite: senior.
- 485 **(ED) TEACHING OF ADULTS (3)** Students will identify characteristics and needs of various adult groups and explore lifelong learning as a phenomenon. Includes development of tactics for recruiting, teaching and evaluating adult students. Prerequisite: permission of instructor.
- ✓ 494 **VOCATIONAL AND CAREER EDUCATION (3)** Focuses on home economics related to vocational education and career education. Identifies federal and state vocational education. Examines employment opportunities provided for secondary home economics students through vocational programs.
- 497 **INDEPENDENT STUDY (1-3)** [See description in section on Academic Policies.]

ADDENDUM

**HE 250 Course Syllabus
Analysis of PDE General Standards
PDE Site Review Document Specific to Home Economics**

PROVIDED FOR INFORMATION ONLY
NO REVISION PROPOSED

HE 250 COURSE SYLLABUS

Course description

HE 250, Introduction to Teaching Vocational Home
Economics Education

3c-OL-3 s.h.

Overview of philosophy and organization of home economics profession and the role of home economics teachers. Opportunities for planned observations and varied teaching experiences using a variety of resource materials are provided. Self-evaluation relative to desirable teacher competencies is stressed.

Course objectives

Upon completion of this course, students will be able to:

1. Explain the scope and goals of home economics
2. Plan, construct, display and evaluate bulletin boards
3. Develop a curriculum file of personal curriculum materials including all major areas of home economics
4. Observe students to determine characteristics and needs of students (including special needs students) and then plan how observed characteristics can be utilized in planning student learning activities
5. Develop student performance objectives
6. Plan lessons
7. Introduce lessons
8. Summarize lessons
9. Evaluate multi-media kits and utilize these multi-media materials in planning and implementing lessons
10. Plan and teach a lesson in which a skill is demonstrated
11. Utilize a microcomputer for word processing and construct a home economics learning aid using the PrintShop program
12. Identify career possibilities in home economics
13. Identify the home economics professional organizations and become aware of the publications of each
14. Explain the history of home economics

Course outline

Time in
Lecture Hours

- | | |
|---|---|
| I. Scope and goals of home economics | 3 |
| A. Subject areas | |
| 1. Foods and nutrition | |
| 2. Human development | |
| 3. Housing and home environments | |
| 4. Consumer education and resource management | |
| 5. Clothing and textiles | |
| B. Mission of home economics | |
| 1. Improvement of family life | |
| 2. Integration of subject areas | |

II.	Bulletin boards -	3
	A. Design principles	
	B. Materials to use	
	C. Lettering	
	D. Construction	
	E. Evaluation	
III.	Curriculum files	1.5
	A. How to acquire materials (especially free or low cost items)	
	B. Evaluation of materials acquired	
	C. Organization and filing	
IV.	Characteristics of learners	1.5
	A. Principles of learning	
	B. Developmental characteristics and needs	
	C. Special needs students	
	D. Observation techniques	
	E. Development of learning activities based on observed learner characteristics	
V.	Developing objectives	3
	A. Format for writing	
	B. Learning domains	
	C. Taxonomy	
VI.	Planning and implementing instruction	21
	A. Lesson plan development	
	1. Introduction	
	2. Learning content	
	3. Learning activities	
	4. Closure	
	5. Evaluation	
	B. Multi-media kit exploration and evaluation	
	1. Criteria for evaluation	
	2. Equipment utilization (overhead transparencies, filmstrips, opaque projector, slides, etc.)	
	C. Preparing teacher-made instructional materials	
	D. Demonstrations	
	E. Videotaping and self-evaluation	
VII.	Microcomputer use	4.5
	A. Word processing	
	B. PrintShop	
VIII.	Home Economics careers	3
	A. Professional careers	
	1. Human services	
	2. Business	
	3. Education and extension	
	4. Government and public policy	
	5. Arts and sciences	
	B. Non-professional jobs in Home Economics	
	1. Secondary school job preparation	
	a. Child care services	
	b. Food services	
	c. Housing and home furnishings services	
	d. Clothing and textiles	

IX. Foundations of Home Economics

1.5

- A. Historical development
- B. Professional organizations and publications
 - 1. AHEA
 - 2. AVA
 - 3. HEEA
 - 4. IFHE
- C. Publications for secondary students

Evaluation

Scope and goals of home economics (written assignment)	5%
Bulletin board development and evaluation (project)	10%
Curriculum file development (project)	10%
Observation of students (observation and written assignment)	5%
Development of objectives (test)	10%
Planning and implementation of instruction (written and performance)	20%
Multi-media materials (oral presentation and written assignment)	10%
Demonstration (performance videotaped)	10%
Microcomputer (projects)	5%
Careers (oral presentation)	5%
Professional organizations and historical development (oral presentation)	5%
Class participation	5%
	<u>100%</u>

Required reading

- Center for Vocational Education Modules. Athens, GA: American Association for Vocational Instructional Materials.
- B-2 Develop Student Performance Objectives
 - B-4 Develop a Lesson Plan
 - B-6 Prepare Teacher-Made Instructional Materials
 - C-10 Introduce a Lesson
 - C-11 Summarize a Lesson
 - C-16 Demonstrate a Manipulative Skill
 - C-21 Prepare Bulletin Boards and Exhibits

Kendall, Elizabeth L. and George B. Sproles (1987). Professional Development in Home Economics.

Additional supplies

Students will need to supply some materials for bulletin boards, lessons taught, and demonstrations. This would be a small amount depending upon the individual project and ingenuity of the student. Maximum per student would be less than \$10.

Bibliography

All 800 multi-media kits, 300 curriculum guides, secondary texts, professional home economics journals, and modules published by AAVIM available in the Home Economics Curriculum Laboratory are available for use as appropriate.

"A Quest for Quality: Consumer and Homemaking Education in the 80s" (1985). Washington, DC: Home Economics Education Association.

American Home Economics Association (1980). Home Economics: A Definition. Washington, DC: AHEA.

- Brown, Marjorie M. (1985). Philosophical Studies of Home Economics in the United States, Our Practical Intellectual Heritage, Volumes I and II. East Lansing, MI: Michigan State University.
- Browning, Ruth and Sandra Durbin (1985). Computers in the Home Economics Classroom. Washington, DC: Home Economics Education Association.
- Center for Vocational Education Modules. Athens, GA: American Association for Vocational Instructional Materials.
- B-5 Select Student Instructional Materials
 - C-23 Present Information With Overhead and Opaque Materials
 - C-24 Present Information With Filmstrips and Slides
 - C-27 Present Information With Televised and Videotaped Materials
 - E-4 Maintain a Filing System
 - L-2 Identify and Diagnose Exceptional Students
- Chamberlain, Valerie and Joan Kelly (1981). Creative Home Economics Instruction. New York: Wester Division, McGraw Hill Book Company.
- East, Marjorie M. (1980). Home Economics Past, Present, and Future. Boston: Allyn & Bacon, Inc.

Pennsylvania Standards for Program Approval
and Teacher Certification: General Standards

General Standards I, II, III, IV, V, VI, VII, VIII, IX and X are institutional responsibilities. Only standards which are the responsibility of the department are addressed here.

Standard XI - Each certification program shall require, no later than the sophomore year or the first year of the candidate's enrollment in a teacher education program, field and clinical experiences so that the certification candidate can develop the competencies required for certification. In addition, the program shall require a student teaching experience which closely approximates a full-time working experience of no less than 12 weeks. Any exception to requiring a student teaching experience of lesser duration than 12 weeks must be part of the program plan submitted for approval to the Department of Education.

Where taught:

- HE 250 provides two teaching experiences at the University School
- ED 242; students spend one week working in a Home Economics classroom. This is normally done in January of the sophomore year.
- ED 342; students spend one week working in a Home Economics classroom. This is normally done in January of the junior year.
- ED 431 and ED 441; students spend an entire semester student teaching. Each has two different experiences with students of different age/grade levels and in two different types of schools such as middle school, junior high school, senior high school, or vocational-technical school.

Standard XII - Each certification program shall require the demonstration of an acceptable level of competence in skills required to meet the instructional needs of exceptional students in the least restrictive environment.

Where taught:

- HE 250; students observe exceptional students in the University School
- ED 342 focuses on working with exceptional students
- EX 300
- HE 350; issues and problems related to teaching exceptional students in Home Economics are addressed
- HE 450; role of Home Economics in working with exceptional students and families as addressed in federal legislation is emphasized

Standard XIII - Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socio-economic backgrounds within the school, the classroom, and the community but particularly in the classroom.

Where taught:

- HE 218, HE 220, HE 224, HE 424, and HE 463 all address this standard. HE 218, HE 224, and HE 424 provide knowledge; HE 220 and HE 463 provide laboratory and field-based experiences in the community. HE 250, HE 350, and HE 450 each incorporate this standard as it applies to the classroom throughout the course. One objective in HE 350 focuses on global concerns and connections in Home Economics. Opportunity for working with diverse groups also occurs in ED 242, ED 342, ED 431, and ED 441.

Standard XIV - Each instructional certification program shall require professional studies in methodology. These courses shall include, but are not limited to: instructional management; student motivation; human development and learning theory and implications for classroom instruction; social foundations; problems in education; historical philosophical and political issues in education; developmental reading and reading in the content area; audio-visual/media literacy; instructional resources identification; assessment and measurement of student achievement, and computer literacy. At the conclusion of the student teaching experience, the student teachers shall have demonstrated proficiency in the preceding areas.

Where taught:

- Instructional management: HE 250, HE 350, and HE 450 have instructional management as the basic underlying concept of the entire course.
- Student motivation: HE 250 considers this from the standpoint of teaching to address the characteristics and development of learners; HE 350 focuses on planning, adapting, and modifying lessons to motivate students; HE 450 focuses on how students can be motivated via youth organizations and community involvement.
- Human development and learning theory and implications for classroom instruction: Human development is the basis of all Home Economics. It is incorporated into all subject matter courses and emphasized in HE 218, HE 220, HE 224, HE 424, and HE 463. Classroom instruction implications are incorporated into all planning and teaching experiences in HE 250, HE 350, and HE 450.
- Social foundations: FE 202. All courses in family also address social issues as they affect the individual, family and community.
- Problems in education are addressed throughout HE 250, HE 350, HE 450, and in seminars as part of ED 242, ED 342, and student teaching.
- Historical philosophical and political issues in education: FE 202. HE 250 addresses historical issues; HE 350 addresses political issues through global concerns; HE 450 addresses these issues in relation to public policy.
- Developmental reading and reading in the content area: Techniques for teaching and incorporating reading into Home Economics are included in HE 350.
- Audio-visual/media literacy: All lesson planning, peer teaching, and field experiences in HE 250, HE 350, HE 450, ED 242, ED 342, and student teaching must incorporate some type of media. Students must use media which assists in achievement of the objective(s). Media materials may be self-constructed or selected from one or more of the 800 multi-media teaching kits available in the department.
- Instructional resources identification: In HE 250, HE 350, and HE 450 students become familiar with and evaluate many of the 800 multi-media materials/kits, 300 curriculum guides, 50 secondary texts, and 200 computer programs available in the department.
- Assessment and measurement of student achievement: EP 377. Lessons planned and taught (peer teaching and field experiences) in HE 350, HE 450, ED 242, ED 342, ED 431 and ED 441 must contain an appropriate evaluation component. HE 350 includes a unit on assessment.
- Computer literacy: HE 250, HE 350, and HE 450 each includes a unit on use of computers which incorporates word processing, spreadsheet development and use, construction of teaching aids, and evaluation of commercial software. HE 457 is available as an elective.

XXVI. PROGRAM FOR THE PREPARATION OF HOME ECONOMICS

Specific Standard I - The program shall require studies of Home Economics in the context of the entire human life cycle including:

1. Food and nutrition.
2. Clothing and textiles.
3. Housing and home environments.
4. Consumer education; personal and family resource management.
5. Child development and care, and education for parenting.
6. Families: interactions and relationships.
7. Career exploration.

Observations

1. Sections 1, 2, 5, 6, and 7 of the standard are met. Required courses as listed in the self-study, catalog, and department materials, and course syllabi document the standard.
2. Section 3, housing and home environments - only one course which does not meet the standard, CS217 and 312.
3. The proposed home economics education curriculum addresses the needs.

Recommendations

1. Require CS217 and CS312. Also other courses, CS315 and CS101.
2. Require more courses in the content area in foods and nutrition - management - housing to add depth to the curriculum. More flexibility in required professional education courses would facilitate the move.
3. The proposed home economics education curriculum be implemented.

Commendations

1. The variety of electives available to the students in all areas of home economics allows for specialization.
2. The expertise and foresight of the faculty in anticipating curriculum needs and changes; wide variety of courses available.

Specific Standard II - The program shall require studies of the functions of the family in diverse cultural and ethnic backgrounds.

Observations

1. The standard is met. HE218 and HE224 address the issues. Course syllabi document the material.
2. Speakers are brought into classes that work with diverse cultures and ethnic groups.

Specific Standard III - The program shall require studies of family resource management, personal life management, and effective program management.

Observations

1. The standard is met in part. Student chooses CS101 or CS315. Management component may not be addressed.
2. Effective program management. Standard is documented in course syllabi for HE350.

Recommendations

1. Student be required to take CS315 and CS101. Again, more depth needed in content area.

Specific Standard IV - The program shall require studies of the history and philosophy of home economics.

Observations

1. The standard is met. HE250, HE350, and HE430 address the study of history and philosophy.
2. Modules relating to the subject areas are integrated into the courses.

Specific Standard V - The program shall provide opportunities for leadership experience with professional associations.

Observations

1. The standard is met. Local home economics student group, associated with student membership section of PHEA, is on campus.
2. HE350 and HE431 provide opportunity to observe or participate in regional or state FHA/HERO activities.
3. Students attend meetings of professional associations - required as part of HE441.

Commendations

1. Education faculty serve as excellent role models as leaders, innovators, and experts in the profession.
2. Provide the opportunities for the student to attend and participate in professional meetings and activities.

Specific Standard VI - The program shall require experiences with ancillary groups such as advisory committees, youth organizations, community organizations, and agencies and commercial representatives.

Observations

1. The standard is met. Advisory groups include: General Foods and Nutrition and Child Development. Close cooperation with Vocational Advisory Board is apparent.
2. Experiences with ancillary groups are part of HE220 and HE350.
3. Overload of full-time faculty (one) is apparent.

Recommendations

3. Additional faculty member be hired to facilitate operation of the ancillary groups. Only one full-time faculty member, with 38 education majors and 12 graduate students as advisees, chair of department, teaches all of the graduate courses as well as undergraduates.

Specific Standard VII - The program shall require studies of the law, resources, and agencies which affect domestic life.

Observations

1. The standard is met. Law (ED442) and CS315, if elected.
2. Resources affecting domestic life addressed in HE250 and HE350.
3. Agencies affecting domestic life are addressed in the Child Development and Family Components of the curriculum.

Specific Standard VIII - The program may provide studies and experiences for the teaching of occupational home economics. An institution opting to prepare specially a home economics occupational teacher shall design an optional program of studies, occupational work experience, and occupational testing which specially prepare the candidate to teach a specific occupational curriculum within the vocational program. Such programs shall include provision for:

1. Approved program employment in the private sector related to the home economics occupation to be taught, this employment should be completed concurrently with completion of the pre-service program,
2. The development of the occupational terminology, technical knowledge and skills needed to pass the Occupational Competency Exam designated for the specific occupation to be taught, and
3. Interaction with business and industrial leaders at the community level and the use of occupational advisory groups in planning and designing occupational education.

Observations

1. The standard is met, documented in self-study and course syllabi. Employment - 3 options, HE479, HE493, non-credit workshop.
2. Studies and experiences for teaching occupational home economics, HE350, HE470, HE479. Ohio State Vocational modules are used.
3. Terminology - technical knowledge and skills addressed in HE350, HE470, and all courses required for home economics education. Advisory groups are ongoing in cooperation with Center for Vocational Education.

Commendations

1. Close cooperation between home economics education and vocational education make it possible to far exceed the standard.
2. Commitment of faculty to home economics education - occupational component.

Specific Standard IX - The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas.

Observations

1. The standard is met. Methodology HE250, HE350; instructional management HE350, ED431, 441, and HE430; motivation HE250, HE350; human development ED302, HE221, HE224, HE250.
2. Development of reading in the content area HE350, Ohio State Modules Teaching Reading are used as well as New Jersey Module and Glencor Basic Skills.

3. Instructional resources HE250, 350, assessment HE350, 440, 441, computer literacy HE250, 350, 481, and 457, integrated into several courses.

Commendations

1. Computer laboratory and integration of the computer into several home economics courses and methodology courses.
2. Expertise of faculty in implement program, inservice, cooperating teachers, teachers in the field in computer usage.
3. Documentation, evaluation procedures, student advisement, competencies (exit) available to all students (visibly in the program).