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UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: 95-19  
App 10/17/95  
Action-Date: Senate App 11/7/95

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Elizabeth D. Pettit Phone 357-2336  
Department Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE \_\_\_\_\_  
Suggested 20 character title \_\_\_\_\_  
 New Course \* \_\_\_\_\_  
Course Number and Full Title \_\_\_\_\_  
 Course Revision \_\_\_\_\_  
Course Number and Full Title \_\_\_\_\_  
 Liberal Studies Approval + \_\_\_\_\_  
for new or existing course Course Number and Full Title \_\_\_\_\_  
 Course Deletion \_\_\_\_\_  
Course Number and Full Title \_\_\_\_\_  
 Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title \_\_\_\_\_  
\* New Number and/or Full New Title \_\_\_\_\_  
 Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title \_\_\_\_\_

PROGRAM:  Major  Minor  Track  
 New Program \* \_\_\_\_\_  
Program Name \_\_\_\_\_  
 Program Revision \* Home Economics Education \_\_\_\_\_  
Program Name \_\_\_\_\_  
 Program Deletion \* \_\_\_\_\_  
Program Name \_\_\_\_\_  
 Title Change \_\_\_\_\_  
Old Program Name \_\_\_\_\_  
New Program Name \_\_\_\_\_

III. Approvals (signatures and date)

Mary E. Swenker Department Curriculum Committee  
David Hoffman Department Chair  
Mia M. Moore-Armstrong 4/6/95 College Curriculum Committee  
Harold E. Wingard College Dean  
John B. ... TECC

\* Director of Liberal Studies (where applicable) \* Provost (where applicable)

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**Part II Description of Curriculum Change**

**1. Catalog description for the revised program in the appropriate form.**

**Home Economics Education**

The Home Economics Education major prepares students for the teaching of home economics-related subjects in the public schools. Coursework is required in all areas of home economics/family and consumer sciences, including child development and family relations, consumer economics, clothing, foods, and interior design/housing. Professional education courses are also required.

**Bachelor of Science in Education-Home Economics Education(\*)**

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **54sh**

- Natural Science: CH101-102
- Social Science: PC101, SO151
- Liberal Studies electives: CS315, no courses with HE prefix

**College: 33sh**

- Professional Education Sequence:**
- CM301 Technology for Learning Instruction 3sh
  - ED242 Pre-student Teaching Clinical Experience I 1sh
  - ED342 Pre-student Teaching Clinical Experience II 1sh
  - ED431 Student Teaching in Home Economics 6sh
  - ED441 Student Teaching 6sh
  - ED442 School Law 1sh
  - EP202 Educational Psychology 3sh
  - EP377 Educational Tests and Measurements 3sh
  - FE202 American Education in Theory and Practice 3sh
  - HE350 Teaching Family Life Education 3sh
  - HE450 Teaching Vocational Home Economics 3sh

**Major: 35sh**

- Required Courses:**
- CS101 Personal and Family Management 3sh
  - CS112 Fundamentals and Clothing Construction 3sh
  - CS312 Housing and Culture 3sh
  - CS314 Textiles 3sh
  - FN150 Foods 4sh
  - FN212 Nutrition 3sh
  - HE218 Child Development 3sh
  - HE220 Teaching in Child Development Centers 4sh
  - HE224 Marriage and Family Relations 3sh

**Controlled electives:**

- One from list: CS213 or CS413 3sh
- One from list: HE424 or HE463 3sh

**Free Electives 2sh**

**(#) Total Degree Requirements: 124**

(\*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

## 2. Summary of Changes

### A. Table comparing old and new program.

#### Bachelor of Science in Education - Home Economics Education

Old Program		New Program	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	54sh	Bachelor of Science in Education - Home Economics Education(*)	
Natural Science: CH101-102		Liberal Studies: As outlined in Liberal Studies section with the following specifications:	54sh
Social Science: PC101, SO151		Natural Science: CH101-102	
Liberal Studies electives: CS315, no course with HE prefix		Social Science: PC101, SO151	
		Liberal Studies electives: CS315, no course with HE prefix	
College:		College:	33sh
Professional Education Sequence:		Professional Education Sequence:	
ED242 Pre-student Teaching Clinical Experience I	1sh	+CM301 Technology for Learning Instruction	3sh
ED342 Pre-student Teaching Clinical Experience II	1sh	ED242 Pre-student Teaching Clinical Experience I	1sh
ED431 Student Teaching in Home Economics	6sh	ED342 Pre-student Teaching Clinical Experience II	1sh
ED441 Student Teaching	6sh	ED431 Student Teaching in Home Economics	6sh
ED442 School Law	1sh	ED441 Student Teaching	6sh
EP202 Educational Psychology	3sh	ED442 School Law	1sh
EP377 Educational Tests and Measurements	3sh	EP202 Educational Psychology	3sh
FE202 American Education in Theory and Practice	3sh	EP377 Educational Tests and Measurements	3sh
*HE250 Introduction to Teaching Vocational Home Economics Education	3sh	FE202 American Education in Theory and Practice	3sh
HE350 Teaching Family Life Education	3sh	HE350 Teaching Family Life Education	3sh
HE450 Teaching Vocational Home Economics	3sh	HE450 Teaching Vocational Home Economics	3sh
Major:	44sh	Major:	35sh
Required Courses:		Required Courses:	
CS101 Personal and Family Management	3sh	CS101 Personal and Family Management	3sh
CS112 Fundamentals of Clothing Construction	3sh	CS112 Fundamentals of Clothing Construction	3sh
*CS217 Interior Design	3sh	CS312 Housing and Culture	3sh
*AR120 Principles of Design (prerequisite for CS217)	2sh	CS314 Textiles	3sh
CS312 Housing and Culture	3sh	FN150 Foods	4sh
CS314 Textiles	3sh	FN151 Foods Lab	
FN150 Foods	4sh	FN212 Nutrition	3sh
FN212 Nutrition	3sh	HE218 Child Development	3sh
HE218 Child Development	3sh	HE220 Teaching in Child Development Centers	4sh
HE220 Teaching in Child Development Centers	4sh	HE224 Marriage and Family Relations	3sh
HE224 Marriage and Family Relations	3sh	Controlled Electives:	
Controlled Electives:		One from list: CS213 or CS413	3sh
*One from list: CS212, CS453, CS454	3sh	One from list: HE424 or HE463	3sh
One from list: CS213 or CS413	3sh	Free Electives:	2sh
*One from list: HR313 or FN362	3-4sh	Total Degree Requirements	124
One from list: HE424 or HE463	3sh		
Other requirements (select one):	3-4sh		
*BI115 Human Physiology and Anatomy	4sh		
*BI232 Fundamentals of Microbiology	3sh		
Free Electives:	0	Key: + - course added	
Total Degree Requirements	136-139	* - course deleted	

**B. List of all associated course changes.(\*)**

<b>DROP</b>	<b>CREDITS</b>	<b>ADD</b>	<b>CREDITS</b>
<b>HE250 Introduction to Teaching Vocational Home Economics Education</b>	<b>3</b>	<b>CM301 Technology for Learning Instruction</b>	<b>3</b>
<b>CS217 Interior Design &amp; its prerequisite</b>	<b>3</b>		
<b>AR120 Principles of Design</b>	<b>2</b>		
<b>Drop choice of:</b>			
<b>CS212 Advanced Clothing Construction</b>	<b>3</b>		
<b>CS453 Flat Pattern Design</b>	<b>3</b>		
<b>CS454 Tailoring</b>	<b>3</b>		
<b>Drop choice of:</b>			
<b>HR313 Food Systems I</b>	<b>4</b>		
<b>FN362 Experimental Foods</b>	<b>3</b>		
<b>Drop choice of:</b>			
<b>BI155 Human Physiology and Anatomy</b>	<b>4</b>		
<b>BI232 Fundamentals of Microbiology</b>	<b>3</b>		
<b>Total Credits</b>	<b>17-19</b>	<b>Total Credits</b>	<b>3</b>

(\* See Part V for letters of support from other departments affected by these changes.

**RECOMMENDED COURSE SEQUENCE**  
**B.S. in Home Economics Education**

**First Semester**

EN101 College Writing	4
CH101 College Chemistry I	4
PC101 General Psychology	3
HI195 History (Modern Era)	3
Health & Wellness	<u>3</u>
	17

**Second Semester**

LS__ Fine Arts	3
CH102 College Chemistry II	4
SO151 Principles of Sociology	3
FN150 Foods	4
CS101 Personal and Family Management	<u>3</u>
	17

**Third Semester**

EN121 Humanities (Literature)	3
Liberal Studies Elective	3
Humanities Elective, Philosophy OR Religion	3
CS112 Fundamentals of Clothing Construction	3
HE218 Child Development	<u>3</u>
	15

**Fourth Semester**

ED242 Clinical Experience I	1
CS315 Consumer Economics and Family Finance	3
CS312 Housing and Culture	3
HE224 Marriage and Family Relations	3
EN202 Research Writing	3
FE202 American Education in Theory & Practice	<u>3</u>
	16

**Fifth Semester**

EP202 Educational Psychology	3
MA101 Foundations of Math	3
CS213 Residential Electronics OR	
CS413 Problems in Consumer Economics	3
ED442 School Law	1
HE350 Teaching Family Life Education	3
Liberal Studies Elective	<u>3</u>
	16

**Sixth Semester**

ED342 Clinical Experience II	1
EP377 Educational Tests and Measurements	3
CS314 Textiles	3
HE220 Teaching in Child Development Centers	4
HE450 Teaching Vocational Home Economics	3
CM301 Technology for Learning Instruction	<u>3</u>
	17

**Seventh Semester**

FN212 Nutrition	3
Synthesis Course	3
Social Science Elective	3
HE424 Family Issues OR	
HE463 Family and the Community	3
Free Elective	<u>2</u>
	14

**Eighth Semester**

ED431/441 Student Teaching	12
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**Total Credit Hours = 124 credits**

### 3. Rationale for change

IUP has the only remaining public university program in Home Economics education in Pennsylvania, yet Home Economics is a mandate for the state's public schools in Chapter 5 regulation of the revised education code. This creates a continual demand for Home Economics teachers. The existing curriculum requires five years for a student to complete, which is a deterrent to students and also impedes our ability to supply an adequate number of graduates to meet anticipated market demands.

The proposed curriculum reduces the required credit hours to 124, the overall university requirement for a baccalaureate degree. This change follows recommendations from the 1993 evaluation by P.D.E. and NCATE. The 124-hour program fulfills the requirements of P.D.E., NCATE and the National Home Economics teacher examination.

#### Drop HE 250 Introduction to Teaching Vocational Home Economics Education

There is overlap among the outcomes of 250, 350, and 450 to the extent that one of them is expendable.

#### Drop CS 217 Interior Design and its prerequisite AR 120, Principles of Design

Required course CS 312, Housing and Culture, incorporates the elements of CS 217 that are needed by Home Economics majors.

Drop choice of:       CS 212 Advanced Clothing Construction  
                          CS 453 Flat Pattern Design  
                          CS 454 Tailoring

The focus of Home Economics in the schools has changed from culinary and clothing skills to consumer education and family and child studies, as reflected in the new mandate. Requirements in this are fulfilled by CS 112, Fundamentals of Clothing Construction, and CS 314, Textiles. See the attached letter from Ms. Roberta Brown, Home Economics Specialist for the Pennsylvania Department of Education.

Drop choice of:       HR 313 Food Systems I  
                          FN 362 Experimental Foods

Again, the focus of Home Economics in the schools has changed (see above), and these courses represent a level of specialized knowledge that the Home Economics teacher, as a generalist, does not require.

Drop either       BI 155 Human Physiology and Anatomy OR  
                          BI 232 Fundamentals of Microbiology

The curriculum includes CH 101 and CH 102, College Chemistry I & II, as requirements to meet the liberal studies requirement in a laboratory science. Therefore, it is not necessary to require both of these science courses.

#### Add CM 301 Technology for Learning Instruction

This course presents the most appropriate opportunity for our majors to become technologically literate. All other education certifications include CM 301.

**Part III Implementation. Provide answers to the following questions:**

- 1. How will the proposed revision affect students already in the existing program?**

**The new curriculum will be implemented as soon as it is approved for incoming freshmen and transfer students. Advising of current students in the program will be done on an individual basis to insure that they meet all the PDE standards and NCATE outcomes.**

- 2. How will the proposed revision affect faculty teaching loads?**

**There will be no effect in faculty teaching loads. The courses will be covered by the existing Home Economics Education faculty.**

- 3. Are other resources adequate?**

**Yes, resources are adequate. Library and curriculum information are current and up to date. The department supports the program. Additional money for resources has traditionally been available through Vocational Education grants.**

- 4. Do you expect an increase or decrease in the number of students as a result of these revisions?**

**We expect these changes in the curriculum will help to stabilize enrollment in this program.**



**Part IV Course proposals:**

**There are no new course proposals.**

**Part V Letters of Support:**

1. See attached letter from Department of Human Development and Environmental Studies . . . . .	9
2. See attached letter from Department of Art . . . . .	10
3. See attached letter from Department of Hotel, Restaurant, and Institutional Management . . . . .	11
4. See attached letter from Department of Food and Nutrition . . . . .	12
5. See attached letter from Department of Biology . . . . .	13
6. See attached letter from Department of Communications Media . . . . .	14

COLLEGE OF HEALTH AND HUMAN SERVICES  
HUMAN DEVELOPMENT AND ENVIRONMENTAL STUDIES DEPARTMENT  
207 ACKERMAN HALL, EXT. 2336

**DATE:** April 7, 1995

**TO:** Mrs. Libby Pettit

**FROM:** Donna Streifthau, Chairperson



**SUBJ:** Curriculum Revision

Regarding the Home Economics Education Curriculum proposal, the courses CS 212 Advanced Clothing Construction, CS 217 Interior Design, CS 453 Flat Pattern Design and CS 454 Tailoring which are being removed from the curriculum should have no special impact upon offerings in the department. If further information is needed, please advise. Thank you.

DS/lk

Date: March 22, 1995

Subject: Removal of AR 120: Principles of Design

To: Professor Elizabeth D. Pettit  
Home Economics Education

From: Dr. Anthony DeFurio, Chair  
Department of Art



This is to acknowledge that we have discussed your Department's decision to remove AR 120: Principles of Design as curriculum requirements within your Department. Overall, I do not see a significant negative impact to our programs or offerings in the Department of Art.

Please accept my appreciation for informing me of the curricular revisions within your Department.

bg

**Indiana University of Pennsylvania  
Department of Hotel, Restaurant, and  
Institutional Management**

**Date:** March 23, 1995

**Subject:** Food Systems I

**To:** Dr. Elizabeth Pettit

**From:** Tom VanDyke, Chair  
HRIM Department


The HRIM Department will not be impacted if Home Economic Education majors are not required to take Food Systems I (HR313).

Indiana University of Pennsylvania  
Department of Food and Nutrition

Date: April 3, 1995

Subject: Deletion of FN 362 from the HE curriculum

To: Elizabeth D. Pettit  
Home Economics Education

From: Joanne B. Steiner   
Food and Nutrition

Thank you for informing us of the deletion of FN 362 from the HE curriculum. This will not cause a negative impact on our program.

We do offer two other courses that you might wish to consider as appropriate for the Home Economics curriculum as requirements or suggested electives; FN 213 Life Cycle Nutrition and FN 470 Human Food Consumption Patterns. I am attaching copies of the course syllabi for your convenience.

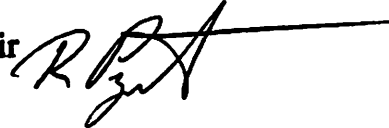
# BIOLOGY DEPT.

Indiana, Pennsylvania 15705

March 28, 1995

**TO:** Ms. Elizabeth D. Pettit  
Human Development and Environmental Studies

**FROM:** Dr. Robert S. Prezant, Chair  
Department of Biology



**RE:** Home Economics Education Program Revision

I have examined the draft of the Home Economics Education revision proposal and have noted the changes indicated for BI 155 and BI 232. Giving Home Economics Education majors a choice of BI 155 or BI 232 should pose no problems for the Department of Biology. Very few of these students have taken either of these classes over the past three years so there should be no significant impact in class size in either course.

I wish you luck with continued development of this curricular change.

la

March 20, 1995

Subject: CM 301 Technology for  
Learning and Instruction

To: Mrs. Libby Pettit  
Human Development and  
Environmental Studies Department

From: Kurt P. Dudt, Chairperson *K.P.D.*,  
Communications Media Department

This memo is to indicate that it is fine with the Communications Media Department if Home Economic Education requires CM 301. This course has proved valuable in providing technology expertise for Education majors. A wide range of technologies is covered in CM 301, and I am sure that the course will be useful for Home Economics majors.

The additional students from Home Economics can easily be handled in our existing course schedule. The Communications Media Department offers 22 or 23 sections per year, and there have always been seats available to cover your students' needs.

KPD:mar

cc: Dr. John Butzow, Dean  
College of Education



**Appendices**

**A. Ms. Roberta Brown - HE PDE Specialist . . . . . 16**

**B. PDE Standards . . . . . 17**

**C. NCATE Outcome . . . . . 20**

**D. National Teacher Exam . . . . . 30**

**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 350 HE 450
	-Food and nutrition	FN 150 FN 212
	-Clothing and textiles	CS 112 & CS 314
	-Housing and home environments	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 450
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 450
V.	The program shall provide opportunities for leadership experience with professional associations	HE 350 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

<u>Standard</u>	<u>Description</u>	<u>Where Taught</u>
VII.	The program shall require studies of law, resources, and agencies which affect domestic life	HE 450 HE 463 CS 413
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 350 HE 450 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
	*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

**Standard**

**Description**

**Where Taught**

VIII. -Interaction with business and industrial leaders HE 450  
at the community level and use of occupational HE 470  
advisory committee in planning and designing  
occupational education

**Home Economics Education  
Overview of Program Outcomes  
Human Development and Environmental Studies**

**Mission Statement:** The mission statement of the IUP undergraduate program in Home Economics Education is to prepare educators who empowered to enable youth and adults to manage with reason and creativity the challenges across the lifespan of living and working in a global society.

**Learner/Content**

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**Exit Outcome 1:** Selects, justifies, and implements objectives, content and strategies into a sequential and integrated pattern to meet the needs of students.

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**Knowledge Base:** Learner/Content includes a depth of knowledge in the areas of liberal studies, education, and specific discipline.

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**Performance Indicators:**

- Selects and effectively uses appropriate teaching materials.
- Includes current trends and information.
- Selects content related to needs of students, their homes, and community.
- Lesson objectives, learnings and experiences follow a sequential pattern.
- Evaluates self for strength, and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
- HE 350, Teaching and Family Life Education, 3 credits
- HE 450, Teaching Vocational Home Economics, 3 credits

**Teaching Experiences:**

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Competence**

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**Exit Outcome 2:** Selects and uses a variety of appropriate teaching strategies and multi-sensory materials to promote student growth.

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**Knowledge Base:** Competence - Assume the responsibility for planning and providing a variety of skills and techniques in managing a classroom successfully.

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**Performance Indicators:**

- Organizes and manages efficient laboratories.
- Organizes and presents meaningful demonstrations using good techniques skillfully.
- Leads a classroom discussion in an interesting and stimulating manner.
- Uses a variety of teaching strategies and techniques which actively involve students.
- Is creative in the development of teaching materials.
- Demonstrates skill in interaction techniques.
- Identifies, evaluates and uses new teaching strategies and multi-sensory materials.
- Uses community resources and resource persons whenever possible.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

**Student Teaching: Students will:**

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
  - HE 350, Teaching and Family Life Education, 3 credits
  - HE 450, Teaching Vocational Home Economics, 3 credits
- Teaching Experiences:**
- ED 242, Pre-student Teaching I, 1 credit
  - ED 342, Pre-student teaching II, 1 credit

- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Competence**

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**Exit Outcome 3:** Establishes and maintains an environment that facilitates achievement of objectives.

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**Knowledge Base:** Assume responsibility for effect learning experiences and for managing the classroom successfully.

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**Performance Indicators:**

- Identifies and applies principles of management in classroom.
- Assumes responsibility for efficient care and management of the department.
- Maintains accurate and detailed student records.
- Adapts to unexpected changes.
- Provides a social-physical environment which helps students feel secure and relaxed.
- Handles "routine" classroom clerical activities.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

**Student Teaching: Students will:**

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
  - HE 350, Teaching and Family Life Education, 3 credits
  - HE 450, Teaching Vocational Home Economics, 3 credits
- Teaching Experiences:**

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Learner/Content**

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**Exit Outcome 4:** Develops and conducts stimulating learning experiences which leads students to analyze, synthesize and think critically and creatively.

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**Knowledge Base:** Students should experience the methods of learning and critical thinking of content based and academic subjects.

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**Performance Indicators:**

- Shows enthusiasm and interest in classroom.
- Provides motivating learning experiences which encourage creativity.
- Involves students in realistic decision making activities.
- Illustrates theories with appropriate examples.
- Uses techniques which involve students in planning.
- Uses diversified methodology.
- Differentiates fact from opinion in presenting subject matter.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

**Student Teaching:** Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- Food and Nutrition
- Clothing and Textile
- Housing and Home Environments
- Consumer Education; Personal and Family Resource Management
- Families: Interactions and Relationships

**Food and Nutrition**

- FN 150, Foods Lecture, 3 credits
- FN 151, Foods Lab, 1 credit
- FN 212, Nutrition, 3 credits



### **Clothing and Textiles**

- CS 314, Textiles, 3 credits

Students take two of the following courses; selection is made by Advisement depending upon interest and abilities.

- CS 112, Fundamentals of Clothing Construction, 3 credits

### **Housing and Home Environment**

- CS 312, Housing and Culture, 3 credits

### **Consumer Education; Personal and Family Management**

- CS 101, Personal & Family Management
- CS 315, Consumer Economics and Family Finance, 3 credits
- CS 213, Residential Appliances and Consumer Electronics, 3 credits OR
- CS 413, Problems in Consumer Economics, 3 credits

### **Child Development and Care, and Education for Parenting**

- HE 218, Child Development, 3 credits
- HE 220, Teaching in child development Centers, 4 credits

### **Families: Interactions and Relationships**

- HE 224, Marriage and Family Relations, 3 credits
- HE 463, Family and Community, 3 credits
- HE 424, Family Issues, 3 credits

### **Teaching Courses**

- CM 301, Technology for Learning Instruction, 3 credits
- HE 350, Teaching and Family Life Education, 3 credits
- HE 450, Teaching Vocational Home Economics, 3 credits

### **Teaching Experiences**

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student Teaching, 6 credits
- ED 441, Student Teaching, 6 credits

### **Outcome Assessment Procedure:**

1. Professional portfolio.
2. Journals and observations, and self evaluations.
3. Successful completion of educational 4 step process.
4. Successful completion of pre-student teaching I and II and student teaching.

### **Competence**

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**Exit Outcome 5:** Plans for and uses student and teacher evaluation strategies as an integral part of the teaching/learning process.

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**Knowledge Base: Competence - Assume classroom duties upon completion of certification program.**

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**Performance Indicators:**

- Uses a variety of evaluation techniques.
- Incorporates student self-evaluation in evaluation techniques.
- Uses evaluation techniques which measure the desired terminal behaviors as stated in the objectives.
- Uses follow up procedures after evaluation.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
- HE 350, Teaching and Family Life Education, 3 credits
- HE 450, Teaching Vocational Home Economics, 3 credits

Teaching Experiences:

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Collaboration**

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**Exit Outcome 6:** Works with vocational youth organizations in planning programs of work that are an integral part of the instructional program in home economics.

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**Knowledge Base:** Works with vocational youth organizations in planning programs of work that are an integral part of the instructional program in home economics.

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### Performance Indicators

- Understands purposes, values, and operation of FHA/HERO.
- Develops strategies for integrating FHA/HERO into the instructional program.
- Identifies needs of students which can be served by FHA/HERO.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

### Benchmarks:

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

### Courses/Experiences:

- CM 301, Technology for Learning Instruction, 3 credits
  - HE 350, Teaching and Family Life Education, 3 credits
  - HE 450, Teaching Vocational Home Economics, 3 credits
- Teaching Experiences:
- ED 242, Pre-student Teaching I, 1 credit
  - ED 342, Pre-student teaching II, 1 credit
  - HE 431, Home Economics Student teaching, 6 credits
  - ED 441, Student Teaching, 6 credits

### Outcome Assessment Procedure:

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

### Commitment

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Exit Outcome 7: Identifies the role of home economics in contemporary society and uses his or her understanding of that role when making decisions in the educational setting.

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Knowledge Base: Commitment - Assume a culture of professionalism.

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### Performance Indicators:

- Identifies role of vocational education in total education program.
- Can put into words his/her philosophy of home economics and vocational education.
- Relates professional beliefs of decision making in the student teaching experience.

- Speaks positively about teaching and the teaching profession.
- Identifies needs of individuals and families in the community and uses information in decision making.
- Finds meaningful ways to publicize home economics in the school and the community.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
  - HE 350, Teaching and Family Life Education, 3 credits
  - HE 450, Teaching Vocational Home Economics, 3 credits
- Teaching Experiences:
- ED 242, Pre-student Teaching I, 1 credit
  - ED 342, Pre-student teaching II, 1 credit
  - HE 431, Home Economics Student teaching, 6 credits
  - ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Collaboration**

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**Exit Outcome 8:** Demonstrates ability to fulfill the professional role of the home economics educator as a facilitator of learning, counselor, team member, communicator and interpreter, a liaison with the community and a member of the profession.

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**Knowledge Base:** Should interact effectively with all constituencies.

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**Performance Indicators:**

- Adheres to an acceptable professional code of ethics.
- Sets examples in politeness, kindness, honesty, empathy, brotherhood, appearance and commitment to education.

- Assumes responsibility for continuous personal and professional self improvement through readings, attendance at meetings and in-service days, observations, community contacts, and self-evaluation.
- Works cooperatively with other professionals and maintenance staff.
- Is receptive to suggestions and implements them positively.
- Fully assumes teaching load assigned.
- Demonstrates subject matter mastery.
- Listens attentively to students, fellow professionals and others.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
- HE 350, Teaching and Family Life Education, 3 credits
- HE 450, Teaching Vocational Home Economics, 3 credits

Teaching Experiences:

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

**Commitment**

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**Exit Outcome 9:** Recognizes the role of research and uses research findings in facilitating and improving the teaching/learning process.

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**Knowledge Base:** Identifies the role of home economics in contemporary society and uses his or her understanding of that role when making decisions in the educational setting.

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**Performance Indicators:**

- Uses current research findings as a resource of content for teaching/learning experiences.
- Seeks research findings to support or refuse ideas.
- Evaluates self for strengths and limitations and implements positive actions in achieving this competency.

**Benchmarks:**

Student Teaching: Students will:

- Complete steps 1,2,3 in the 4 step process to Teacher Certification.
- Complete all Home Economics Education requirements.
- The recommendation of the Home Economics Education advisor and have a 2.5 GPA.

**Courses/Experiences:**

- CM 301, Technology for Learning Instruction, 3 credits
- HE 350, Teaching and Family Life Education, 3 credits
- HE 450, Teaching Vocational Home Economics, 3 credits

Teaching Experiences:

- ED 242, Pre-student Teaching I, 1 credit
- ED 342, Pre-student teaching II, 1 credit
- HE 431, Home Economics Student teaching, 6 credits
- ED 441, Student Teaching, 6 credits

**Outcome Assessment Procedure:**

1. Professional Portfolio
2. Journal and observations.
3. Successful completion of pre-student teaching I and II and student teaching.
4. Successful completion of the 4 step process of teacher certification.

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

	<u>Where Taught</u>
<b>I. The Family and Human Development</b>	<b>15%</b>
A. The life cycle	HE 218
B. Family structures and functions: changing roles and life styles, interrelationships & conflict solution	HE 224 HE 424
<b>II. Management</b>	<b>15%</b>
A. Management theory	
B. Management techniques: equipment selection & use of resources both human and nonhuman and change strategies	CS 101 CS 213
<b>III. Consumerism</b>	<b>15%</b>
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
<b>IV. Nutrition and Foods</b>	<b>15%</b>
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
<b>V. Clothing and Textiles</b>	<b>10%</b>
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
<b>VI. Housing</b>	<b>10%</b>
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
- 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).



MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 13-OCT-1995 08:06:36.65  
To: MMCCARTY  
CC:  
Subj: for the records

Marcia, please attach a copy of this email from Bob Prezant to the docket item 95-19. No need to make copies for the UWUCC. thanks

From: GROVE::NHB "NELSON BORMANN" 13-OCT-1995 07:34:08.78  
To: JODY\_KUZNESKI  
CC: ME  
Subj: Biology support of Home Economics Education revision

Jody,  
The following email message from Robert Prezant supports and clarifies one of the questions asked by the UWUCC members about the Home Economics Education program revision.

Nelson

From: GROVE::RPREZANT 12-OCT-1995 16:08:52.59  
To: NHB  
CC: RPREZANT, LINDA NELSON  
Subj: Home Economics Education Curriculum

Nelson,  
After speaking with Linda Nelson on the phone re the revisions in Home Economics Education, it is clear that the Home Economics Education proponents at the University and State levels support the proposed changes. From a Biologist's point of view I regret that there has been an apparent trend to downsize the amount of Biology students of Home Economics Education are required to have but evidently the emphasis is presently more on child development at this time. There were few students from this program that took Microbiology or Human Physiology and Anatomy and so the impact to our program is of no quantitative significance. I support the proposed change as part of an evolving field and bow to the expertise of those in the field of Home Economics Education.

Bob Prezant  
Chair, Biology

MAIL> extract tt:  
From: GROVE::KUZNESKI "JODELL KUZNESKI" 26-JAN-1996 07:37:38.07  
To: @UWUCC.DIS  
CC:  
Subj: for your information

From: GROVE::KUZNESKI "JODELL KUZNESKI" 25-JAN-1996 09:47:30.52  
To: MJSTAT  
CC: ME  
Subj: UWUCC

Hi, Mark. It has come to my attention that the UWUCC and Senate have already approved revisions in the following programs:

BS in Medical Techology  
BS in Education/Home Economics  
BS in Rehabilitation

As Marcia McCarty was preparing the final copies for the Senate archives, she realized (and notified me) that your signature is not on the cover sheets for these program revisions.

I took this matter to the UWUCC and we all agreed that I should at least notify you that we approved these items and sent them on to Senate without your signature. This was not intentional in any way and we have since become much more careful in looking for your sign off on program revisions BEFORE the UWUCC even screens a proposal for a program revision.

Please advise me as to any action you think necessary to address this matter.

Thank you.

Jody

#109 26-JAN-1996 07:38:32.24  
From: GROVE::KUZNESKI "JODELL KUZNESKI"  
To: @UWUCC.DIS  
CC:  
Subj: For your information

NEWMAIL

From: GROVE::MJSTAT "Mark J. Staszkieicz" 25-JAN-1996 21:39:41.58  
To: GROVE::KUZNESKI  
CC: MJSTAT  
Subj: RE: UWUCC

Thanks for letting me know. Since my signature is primarily there to indicate support for needed resources, as long as those programs require none, I see no reason notto let it go through. Thanks again.

MAIL>