



Program Review Document

Preparation Program: *Family and Consumer Sciences Education*

Date Submitted: *January 2018*

Certification Level:	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input checked="" type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU #563 EPSB #19 and #3629
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

The initial teacher preparation program in Family and Consumer Sciences Education (FCS Ed) begins the professional development process for grades 5 - 12 Family and Consumer Sciences teachers. It is committed to preparing individuals who will be successful in their various roles as professional educators and teacher leaders. Successful FCS Ed teachers must be prepared to face many different situations and make informed decisions as well as become competent in communicating ideas and helping diverse students learn and grow. FCS Ed students learn to teach a wide variety of content, including nutrition, child development, family relationships, family financial management, textiles and apparel, and interior design.

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

- Core Education Courses**

MGE 275 FOUNDATIONS IN MIDDLE GRADES EDUCATION -- This course presents the philosophy, development, and curriculum of middle grades education, and through an emphasis on appropriate ethical behavior of teachers, develops generic teaching skills related to effective teaching. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

LTCY 421 READING IN THE SECONDARY SCHOOL -- A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. Field experiences in

public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their transportation to designated or assigned sites.

SPED 330: INTRODUCTION TO EXCEPTIONAL EDUCATION - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation.

PSY 310 EDUCATIONAL PSYCHOLOGY -- A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

EDU 489 STUDENT TEACHING SEMINAR -- Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490 STUDENT TEACHING SECONDARY EDUCATION (5 hrs. credit) -- This is an eight week assignment in a secondary school classroom as a part of the Professional.

MGE 490 STUDENT TEACHING MIDDLE GRADES (5 hrs. credit) -- This is an eight-week assignment and must be included with another eight- week assignment. The two eight week assignments must represent the student's two teaching fields if the student selects the two eight-week assignments.

- **Core Content Courses**

FACS 191. CHILD DEVELOPMENT. (3) Study of the prenatal and postnatal factors that influence the physical, cognitive, language, social and emotional development of children. Implications and applications of concepts learned are stressed. Practical experiences provided in a field setting; students are responsible for arranging their own transportation.

FACS 281. DESIGN FOUNDATIONS FOR FAMILY AND CONSUMER SCIENCES EDUCATION. (3) The application of design principles and elements as related to FCS state and national standards. Students will utilize technology in the application of design in projects suitable for middle and high school students. Field experiences at student's expense.

FACS 282. INTRODUCTION TO FCS EDUCATION. (3) Introduction to the profession of Family and Consumer Sciences Education including examination of the role, responsibility and dispositions of effective teachers, characteristics of the teaching/learning environment and introductory methods. Participation in youth organizations and professional organizations will be included.

FACS 310. MANAGEMENT OF FAMILY RESOURCES. (3) Study of consumer and marketplace interactions in the purchase of goods and services. Decision-making processes are applied to individual and family resources for achieving maximum personal satisfaction.

FACS 311. FAMILY RELATIONS. (3) Prerequisite: Junior standing. Study of issues affecting individual and family well-being. Interpersonal relationships and communication skills necessary to achieve quality of life are addressed.

FACS 312. PROFESSIONAL ETHICS FOR FAMILY LIFE. (3) Exploration of professional and family ethical codes of conduct, dilemmas and moral decisions. Real life application using ethical decision-making, problem-solving, and critical thinking for interacting within family relationships and human services professions.

FACS 380. PROFESSIONAL PRESENTATION TECHNIQUES IN FAMILY AND CONSUMER SCIENCES. (3) Prerequisite: Major or minor in Family and Consumer Sciences. Study of organization, development, delivery and evaluation of various presentation and demonstration techniques, including technology, as they relate to all areas of family and consumer sciences. Field trips at student's expense.

FACS 381. METHODS AND MATERIALS IN FAMILY AND CONSUMER SCIENCES EDUCATION. (3) Prerequisites: FACS 380 and MGE 275 and proof of passing Praxis Core for FACS Education major or consent of instructor. A study of family and consumer sciences curriculum patterns including objectives, methods of planning and presentation, laboratory organization, home and community projects, instructional materials, evaluation, and federal and state legislation for vocational education and family and consumer sciences.

FACS 393. ROLE OF PLAY IN CHILD DEVELOPMENT. (3) Prerequisite: FACS 191. Theoretical and empirical perspectives connecting play to children's learning and development will be examined. Students will examine the role of play in relation to brain development.

FACS 422. ADOLESCENT PSYCHOLOGY. (3) Prerequisite: FACS 191. This course is designed to provide students with a broad understanding of human development during the adolescent years (approximately ages 10 to 20 years old) into emerging adulthood. The focus is on the developmental and contextual influences on adolescence, including biology and physiology, family, peers, society, and culture. The course emphasizes normative development, but also discusses atypical psychosocial issues and problems.

FACS 481. ADVANCED METHODS IN FAMILY AND CONSUMER SCIENCES EDUCATION. (3) Prerequisites: (a.) Senior standing and (b.) FACS 381 or consent of instructor. A study of the background and trends in education for improving family and consumer sciences. Career and Tech Ed training for high school youth and adults including an understanding of state and federal accountability requirements. Emphasis on working with persons with diverse backgrounds. Lecture. Field trips at student's expense.

FACS 494. PARENTING STRATEGIES. (3) Study of the major theoretical and practical approaches to effective parenting strategies within functional families. Emphasis is placed on practicing techniques and skills which are developmentally appropriate for different ages of children.

HMD 151. FOOD SCIENCE. (3) Introduction to the study of the basic principles of food science as they apply to food preparation. Food components including composition, palatability, flavor, color, texture, and safe food handling practices are studied and evaluated. Application of principles include preparation and evaluation of food products. Course Fee

HMD 211. HUMAN NUTRITION. (3) Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status. Study of nutrients essential to human life and well-being. Nutrients are studied relative to their function in metabolism, sources in food, and relationship to health. Colonnade K-SY

IDFM 100. INTRODUCTION TO HOUSING AND INTERIOR DESIGN. (3) Introduction to interior design as it relates to housing environments and residential furnishings and equipment. Focuses on consumer-related information and services. Includes layout and design opportunities. This course for non-Interior Design majors only.

IDFM 131. BASIC APPAREL CONSTRUCTION. (3) Study of basic principles of apparel construction. Concepts include pattern, fabric, and equipment selection. Students experiment with construction techniques. Laboratory. Course Fee

IDFM 223. TEXTILES. (3) A general study of textiles with emphasis on factors that affect the hand, appearance, and performance in clothing and furnishing use. Examination of the fibers, yarns, dyeing, printing and finishing, performance and care. Lecture with lab.

- **Elective Courses**

AGED 300. YOUTH DEVELOPMENT FOR AGRICULTURAL EDUCATORS. (3) Prerequisite: AGED 250. Prepares future secondary school agricultural educators to provide academic advisement and leadership in youth development programs in secondary schools.

FACS 192. WORKING WITH YOUNG CHILDREN AND FAMILIES. (3) An introductory course for persons interested in providing services for infants, toddlers, and preschool-age children, both with and without disabilities, and their families. Practical experiences provided in a field setting; students are responsible for providing their own transportation.

FACS 493. FAMILY LIFE EDUCATION. (3) Study of various perspectives of family life education, principles and practices, including program planning, implementation, and evaluation. Field experiences required at the student's expense.

FACS 495. FAMILY AND RELATIONSHIP VIOLENCE. (3) Prerequisite: One course in Human Development or Family Relations. A study of the dynamics underlying interpersonal violence and theoretical perspectives regarding the etiology of violent behavior. Analysis of behaviors indicative of violent relationships and various treatment modalities as they are applied to individuals and families are emphasized.

HMD 152. FOOD SERVICE SANITATION. (1) Corequisite: FACS 251. National Restaurant Association ServSafe sanitation course. Examines the causes and prevention of foodborne illness in food service operations. Covers proper food handling to include receiving, storage, preparation, and holding of food. Proper cooking and storage temperatures will be stressed. Students must pass the Servsafe National Certification Exam to successfully complete this course.

HMD 171. INTRODUCTION TO MANAGEMENT IN THE HOSPITALITY INDUSTRY. (3) Study of the evolution of the hospitality industry. Organizational systems and management career potentials are examined. Hospitality services are viewed from both consumer and business perspectives.

HMD 251. COMMERCIAL FOOD PREPARATION. (3) Prerequisite: HMD 151. Corequisite: HMD 152. Study and application of commercial food preparation processes including selection, storage, presentation of food products, and the effective utilization of resources. Students must pass the National Restaurant Association Food Sanitation Certification Examination and become CPR certified to receive credit for this course. Course Fee

IDFM 132. PERSPECTIVES OF DRESS. (3) An introduction to the fashion industry and the motivational factors influencing clothing choices. Dress is considered from psychological, socioeconomic, and design perspectives.

IDFM 431. CLOTHING AND HUMAN BEHAVIOR. (3) Prerequisites PSY/PSYS 100 or SOCL 100 and junior standing and 21 hours of Foundations and Exploration courses. Study of dress and adornment in relation to human behavior. Clothing and appearance are explored in relation to the self, to interpersonal communication, and to collective behavior in social, cultural, and historical contexts. Colonnade K-SC

PH 365. HUMAN SEXUALITY. (3) Prerequisite: 21 hours of Foundations and Explorations courses, or junior status. Examines sociological, physiological, and psychological aspects of human sexuality in relation to family life, courtship, marriage, reproduction, education, and aging. Includes information on sexual assault, sexually transmitted infections (STIs), and HIV / AIDS. Colonnade K-S

3. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	SEC 490/MGE 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	FACS 381
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	FACS 481
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	Admission, FACS 282, FACS 381, FACS 481 Student Teaching
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

4. COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

National Standards for Teachers of Family and Consumer Sciences 2004	Course Alignment																
	FACS 191	FACS 281	FACS 282	FACS 310	FACS 311	FACS 312	FACS 380	FACS 381	FACS 422	FACS 481	FACS 493	FACS 494	IDFM 131	IDFM 223	IDFM 100	HMD 151	HMD 211
1. Career, Community, and Family Connections Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.	X		X	X	X	X		X	X	X	X	X					
2. Consumer Economics and Family Resources Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.		X		X	X						X		X	X	X	X	
3. Family and Human Development Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.	X				X	X			X		X	X					
4. Nutrition, Food, and Wellness Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.										X						X	X
5. Curriculum Development Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.			X					X		X	X						
6. Instructional Strategies and Resources Facilitate students' critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.			X				X	X		X	X						

<p>7. Learning Environment Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.</p>			X			X		X		X	X						
<p>8. Professionalism Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.</p>		X		X	X	X		X	X								
<p>9. Student and Program Assessment Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.</p>		X				X		X	X								
<p>10. Student Organization Integration Integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.</p>		X		X	X	X		X									

5. CURRICULUM CONTRACT:



CURRICULUM CONTRACT

**Undergraduate Degree Program – B.A., Family and Consumer Sciences (WKU #563, EPSB #19)
Leading to Initial Teacher Certification (Rank III) in Family and Consumer Sciences Education, Grades 5-12**

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street	Home Phone Number		Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (51 HOURS)	HOURS	PROFESSIONAL EDUCATION COURSES (31 HOURS)	HOURS
IDFM 100	3	MGE 275	3
IDFM 131	3	PSY 310	3
IDFM 223	3	SPED 330	3
HMD 151	3	LTCY 421	3
HMD 211	3	EDU 489	3
FACS 191	3	MGE 490	5
FACS 281	3	SEC 490	5
FACS 282	3		
FACS 310	3	2 Approved Electives	6 hrs
FACS 311	3	HMD 152	3
FACS 312	3	HMD 251	3
FACS 380	3	HMD 171	3
FACS 381	3	FACS 192	3
FACS 422	3	FACS 393	3
FACS 481	3	FACS 495	3
FACS 493	3	AGED 300	3
FACS 494	3	IDFM 132	3
		IDFM 431	3
		PH 365	3
		GENERAL EDUCATION COURSES (44 HOURS)	
		See WKU catalog for guidance in selecting appropriate coursework to meet WKU’s General Education requirements.	

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data	Successful application to Student Teaching			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
5. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Admission to Teacher Education				
<ul style="list-style-type: none"> • Documentation of completion of baccalaureate degree in an approved certification area • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • Completion of Application • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data				
Successful application to Student Teaching				
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours (dependent on current certification status) • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Program Exit				
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

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Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****