

New Undergraduate Program (Majors, Minors, Sequences) Proposal Illinois State University - University Curriculum Committee

Program Department Family and Consumer Sciences

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Coauthor(s) None

Title of New Program Family and Consumer Sciences Teacher Education Sequence

Proposed Starting Catalog Year 2014-2016

Submission Date Thursday, April 18, 2013

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Campus Address 5060 Family & Consumer Science

Version 5

Associated Course Proposal(s):

New Course proposal FCS 390 titled *Student Teaching Seminar in Family and Consumer Sciences*

1. Proposed Action

New Major

New Minor

✓ New Sequence

More than 50% of courses in this program are Distance Education

Is this program an Integrated Bachelors/Masters degree program? NO

Sequence Major Family and Consumer Sciences

2. Provide Undergraduate Catalog copy for new program.

FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION SEQUENCE:

Part of the endorsement program leading to certification by the State of Illinois for teaching Family and Consumer Sciences courses grades 6-12. "Nutrition, Wellness, and Hospitality" designation.

— 40 hours FCS required:

— 11-hour core required: FCS 101, 103, 200, 300.

— 29-hour sequence required: FCS 102, 111, 113, 203, 231, 250, 390.

— 3 hours required from FCS 104 or 242 or 338.

— 3 hours required from FCS 122 or 222 or 225 or 226.

— 3 hours required from FCS 232 or 233 or 330.

— 24-hour Professional Education requirements: EAF 228 or 231 or 235; PSY 215; TCH 212 and TCH 216 and TCH 219; STT 399 (10 hours).

See the Family and Consumer Sciences advisor for information about courses that count towards additional Family and Consumer Sciences designations. See Professional Studies Admission-Retention program found in University-Wide Professional Studies Program Requirements for admission and retention standards. Also see Family and Consumer Sciences Selective Admission-Retention Requirements section of this Undergraduate Catalog.

3. Provide a description for the proposed program.

This is a teacher preparation program leading to licensure as a family and consumer sciences teacher at the secondary level. It is currently part of the Human Development/Family Resources (HDFR) sequence within the Department of Family and Consumer Sciences. Requirements for teacher education are sufficiently different from other specializations within HDFR that a separate sequence is justified.

4. Provide a rationale of proposed program.

- Teacher education requirements are sufficiently different from other specializations/concentrations within Human Development/Family Resources to justify being its own sequence.
 - Changes in the structure and timing of the student teaching experience are in response to feedback from cooperating teachers and students. The earlier start and extended time period enriches the student teaching experience and provides the opportunity for student teachers to be in place at the beginning of the session of their student teaching site.
 - FCS 111 and 203 are revised to reflect IPTS and to accommodate changes in ISU diversity requirements and new methods of assessing student teachers.
 - FCS 390 is added to strengthen the student teaching experience and to accommodate pre-clinical hours previously provided in FCS 203.
 - Changes in course requirements are designed to better align with IL content area standards and to better prepare FCS teacher education students in IED and AMD, deficiencies that have been noted by cooperating teachers.
 - Changes in curriculum requirements are designed to give students more background in Apparel Merchandising and Design and Interior and Environmental Design. Deficiencies in these content areas have been noted by cooperating teachers.
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5. Describe the expected effects of the proposed program on existing campus programs (if applicable).

Proposed changes should have limited/no effect on other existing programs. All course changes affiliated with this proposal are within the Department of Family and Consumer Sciences. Changes in timing of the FCS student teaching experience will need to be communicated and coordinated with student teaching placement in the College of Education and with the student teacher supervisors hired by the Department of Family and Consumer Sciences.

6. Provide a sample four year plan of study demonstrating that a student could realistically complete the program requirements in a specific number of semesters.

Family and Consumer Sciences Teacher Education Majors Four Year Sample Plan of Study 2014-2016

Freshman Fall Semester (15 hours)

ENG 101 or COM 110 (3)

FCS 101 Hum & Family Development (3)

FCS 103 Mgmt for Consumers (3)

Inner Core Science (3)

Inner Core Math (3)

Freshman Spring Semester (15 hours)

ENG 101 or COM 110 (3)

FCS 102 Nutrition in Life Span (3)

Inner Core Science (3)

Middle Core Quantitative Reasoning (3)

Middle Core Individuals & Civic Life (3)

Sophomore Year Fall Semester (15 hours)

Middle Core United States Traditions (3)

Middle Core Language in Humanities (3)

Outer Core Science, Math, & Tech (3)

FCS 250 Dev & Guidance of Preschool (3)

PSY 110 (3)

Sophomore Year Spring Semester (15 hours)
Outer Core Social Science (3)
Global Studies Graduation Requirement if not met in Outer Core (3)
FCS 111 Intro to Teaching FCS (3)
FCS 113 Principles of Food Preparation (3)
FCS 231 Family Relationships (3)

Junior Year Fall Semester (17 hours)
Outer Core Fine Arts (3)
Outer Core Humanities (3)
FCS 200 Pract Prob Solve FCS (3)
FCS 232 or 233 or 330 (HDFR) (3)
TCH 212 Issues in Secondary Ed (2)
University Wide Elective (3)*

Junior Year Spring Semester (15 hours)
FCS 122 or 222 or 225 or 226 (AMD) (3)
FCS 104 or 242 or 338 (IED) (3)
PSY 215 Educational Psych (3)
TCH 216 Inst & Eval Methods in Sec Ed (3)
Foreign Language for B.A. or Science, Math & Tech for B.S. (3)

Senior Year Fall Semester (16 hours)
EAF 228 or 231 or 235 (3)
TCH 219 Int Mult Lit & Tech in Sec Curric (3)
FCS 300 Leadership Dev FCS Prof (2)
FCS 203 Competencies for Teaching FCS (3)
University Wide Electives (5)*

Senior Year Spring Semester (12 hours)
FCS 390 St Teaching Seminar in FCS (2)
STT 399.24 Student Teaching in FCS (10)

Total Program = 120 hours

7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:

Make Teacher Education its own sequence instead of part of Human Development/Family Resources (HDFR). Requirements for teacher education are sufficiently different from other specializations within HDFR that a separate sequence is justified. The following changes are required to specifically align with Illinois Professional Teaching Standard (IPTS) revisions.

1. Changes in the structure and timing of the student teaching experience are in response to feedback from cooperating teachers and students. The earlier start and extended time period enriches the student teaching experience and provides the opportunity for student teachers to be in place at the beginning of the session of their student teaching site.
2. FCS 111 and 203 are being revised to reflect IPTS and to accommodate changes in ISU diversity requirements and new methods of assessing student teachers.
3. FCS 390 is being added to strengthen the student teaching experience and to accommodate pre-clinical hours

previously provided in FCS 203.

4. FCS 310 is no longer required.

5. FCSE students will select one of three additional consumer economics courses rather than be required to complete all three courses.

6. Changes in course requirements are designed to better align with IL content area standards and to better prepare FCS teacher education students in Interior and Environmental Design (IED) and Apparel Merchandising and Design (AMD), deficiencies that have been noted by cooperating teachers. Students are required to complete at least one AMD and at least one IED course from an approved list.

8. Anticipated funding needs and source of funds.

Lengthening the student teaching experience will require slightly longer contract periods for student teacher supervisors and supervisor travel expenses for one additional site visit per student. STT supervisor pay is part of the Instructional Capacity needs in FCS. Travel expenses are covered from the department's operating budget. While the cost per student teacher will increase modestly, the department is purposefully reducing enrollments in the FCS teacher education program that has become seriously over-enrolled (target enrollment is 40; current (spring 2012) enrollment is 64 and has recently been as high as 80). Even with a modest increase in cost per student, the reductions in program enrollment will result in a lower total cost of the program for supervisor stipends and travel as compared to recent years.

9. Does this program count for teacher education? YES

Teacher education requirements are sufficiently different from other specializations/concentrations within Human Development/Family Resources to justify being its own sequence.

Changes in the structure and timing of the student teaching experience are in response to feedback from cooperating teachers and students. The earlier start and extended time period enriches the student teaching experience and provides the opportunity for student teachers to be in place at the beginning of the session of their student teaching site.

FCS 111 and 203 are revised to reflect IPTS and to accommodate changes in ISU diversity requirements and new methods of assessing student teachers.

FCS 390 is added to strengthen the student teaching experience and to accommodate pre-clinical hours previously provided in FCS 203.

Changes in course requirements are designed to better align with IL content area standards and to better prepare FCS teacher education students in IED and AMD, deficiencies that have been noted by cooperating teachers.

Changes in curriculum requirements are designed to give students more background in Apparel Merchandising and Design and Interior and Environmental Design. Deficiencies in these content areas have been noted by cooperating teachers.

10. Is this an Interdisciplinary Studies program? No

11. The following questions must be answered.

Have you confirmed that Milner Library has sufficient resources for the proposed program? Yes

Are more than 124 hours required to complete a degree with this major? No

Beyond General Education, does the major require more than 76 semester hours? No

Beyond General Education, does the major require more than 60 semester hours? Yes

Rationale for mandating over 60 hours in the major. [Required Hours Policy](#)

The proposed program is 64 hours with the professional education courses (School of Teaching and Learning) included. State content area standards stipulate a minimum amount of core content knowledge for beginning Family and Consumer Sciences teachers. This proposed program of study meets those minimum expectations.

Does this sequence (if in a major) require more than 55 semester hours of major courses? No

Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major? No

Is the proposed program intended to be longer than four years (as indicated by the plan of study)? No

Have letter(s) of concurrence from affected departments/schools been obtained? N.A.

A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

12. Routing and action summary for New Program: [Proposal Routing](#)

1. Family and Consumer Sciences Department Curriculum Committee Chair

<i>Jennifer Banning (website)</i> Signature	Jennifer Banning Print	4/18/2013 4:03:55 PM Date
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2. Family and Consumer Sciences Department Chair/School Director

<i>Robert Cullen (website)</i> Signature	Robert Cullen Print	5/3/2013 4:41:48 PM Date
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3. College of Applied Science and Technology College Curriculum Committee Chair

<i>Kevin Devine (website)</i> Signature	Kevin Devine Print	5/20/2013 3:34:33 PM Date
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4. College of Applied Science and Technology College Dean

<i>Todd McLoda (website)</i> Signature	Todd McLoda Print	5/20/2013 3:39:31 PM Date
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5. Council for Teacher Education Chair

<i>Perry Schoon (website)</i> Signature	Perry Schoon Print	9/18/2013 12:50:33 PM Date
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6. University Curriculum Committee Chair

<i>Mark Temple (website)</i> Signature	Mark Temple Print	10/22/2013 9:12:19 AM Date
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All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate