

Central Washington University
College of Education and Professional Studies
Department of Family and Consumer Sciences

FCSE 326 – Curriculum and Evaluation in Family and
Consumer Sciences Education

Spring 2006 - MWF 8:00 a.m. - 8:50 a.m.
MI 106

Instructor: Marla Wyatt, Ph.D.
Office: 132 Michaelsen Hall
Phone: 509-963-2773
Office Hours: MTWTh 10-10:50 am; T 2-3:50 pm; Th 1-2:50 pm; you are welcome to call or stop by outside of these times if I am available.

Textbook: Hitch, E.J. & Youatt, J.P. (2002) *Communicating family and consumer sciences: A guidebook for professionals*. Tinley Park, IL: Goodheart-Wilcox.

Course Description: Instructional organization and classroom procedures in Vocational Family and Consumer Sciences Education.

Purpose of Course: The major thrust of family and consumer sciences education at Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. This course will provide an opportunity to investigate some of the major issues confronting educators with specific attention given to the study of organization and evaluation of curriculum and instruction unique to vocational family and consumer sciences in the Washington public schools.

Course Objectives:

1. Develop a philosophy of family and consumer sciences education in relation to the nature of Family and Consumer Sciences as a discipline and as a profession in today's society.
2. Design a family and consumer sciences education program with course outlines and instructional learning plans to meet vocational standards and develop the basic skills of reasoning which give meaning to the work of the family and achieve the goals of the vocational curriculum.
3. Develop a plan for continuous evaluation of the family and consumer sciences education program based on the standards and criteria provided for program planning, evaluation and renewal.
4. Identify a variety of instructional activities to accommodate the learning needs of the student from special populations and culturally diverse backgrounds.
5. Establish the purpose and procedure for organizing and utilizing an advisory committee to obtain advice from the community for up-grading of competencies needed to balance individuals, family, home and work responsibilities in a changing society.
6. Develop a management plan for record keeping related to student growth, formative and summative evaluation, leadership projects, and departmental management.
7. Identify ways to utilize family and community resources in planning and evaluating family and consumer sciences education curriculum and instruction.
8. Solve practical curriculum questions/problems, using practical reasoning to decide and provide well-grounded answers regarding what ought to be done about the family and consumer sciences

- curriculum.
9. Advocate and provide information on integrating family and consumer sciences curriculum with curriculum content from other subject matter areas.

Goals:

Specifically, this course will help family and consumer sciences educators:

1. Clarify their personal philosophy of family and consumer sciences education using philosophies of education and family and consumer sciences education and theories of learning and their application to contemporary realities.
2. Explain and assume the roles and responsibilities involved in curriculum development/renewal projects at varying levels.
3. Describe the state of the family and consumer sciences field, including the philosophies, curriculum designs, objectives, and instructional strategies.

Learning Opportunities:

1. Class participation: Curriculum development is most successful when it is a collaborative event. Each aspect of curriculum development deserves careful deliberation. As a group, and individually, we will deliberate curriculum issues and through sharing we can help each other learn.
2. Critiques: One method of more thoroughly understanding readings is to prepare a written critique. Using the suggested guidelines (see attachment), prepare a written critique on required reading(s). Each critique is worth 25 points. Three points will be deducted for every day that an assignment is late.
3. Star Event simulation: each student will select a FCCLA STAR event, and follow the STAR Events guidelines to creatively present the event to the class (100 points). Late assignments will not be accepted.
4. Curriculum Project: To apply the material learned in class students will be divided into working groups. Each group will be given a content area. You will then determine the conceptual framework, philosophy base, rationale, and develop a segment of curriculum. Individually you will analyze your curriculum design. More information will be given on what should be included in the project. All parts of the project, and the final project itself must be typed. Late assignments will not be accepted.
5. Final Exam: Preparation for the final exam will enable you to review and synthesize learning. The exam is a detailed self analysis of curriculum and your beliefs. Unless it is a family emergency please do not ask for finals to be taken other than at the assigned time.

Grading:

1.	Article Critiques - 4 @ 25 points each =	100 pts.
2.	STAR Events Presentation =	100 pts.
2.	Curriculum Project = (the various components will make up the points)	170 pts.
3.	Final Exam =	<u>30 pts.</u> 400 pts.

A = 94 to 100%

B = 84 to 86%

C = 74 to 76

D = 64 to 66%

A- = 90 to 93%

B- = 80 to 83%

C- = 70 to 73%

D- = 60 to 63%

B+ = 87 to 89%

C+ = 77 to 79%

D+ = 67 to 69%

F = below 60%

Guidelines for Critique

1. Identification of material (bibliographic entry using APA 5th ed.) (4 points)
2. Summary of major ideas, points of view, and contentions of the author. (7 points)
3. Critical, objective evaluation of the central ideas, contentions, and point of view; an analysis of the implications of the content; degree of relationship of conclusions to data presented; substantiation of ideas by good logic; adequacy of supporting arguments and reasoning. (7 points)
4. Personal reaction to author's work. (7 points)
5. Must be typed. You may single space. They are not to be more than 1 page in length (smaller margins and fonts may be used, but I do not want to have to use a magnifying glass to read them).

Sample Critique

Smith, B. (2004). FCS curriculum development and the critical science perspective. *Journal of Family and Consumer Sciences*, 96(1) 49-51.

Summary: The article discussed the three approaches to curriculum development then presented evidence that reflects their existence in society today. The approaches to curriculum development were: Concept-based (technical), Competency-based, and critical science or practical-problems approach. The technical approach focuses on a product in a teacher-centered classroom. A competency-based approach places emphases on learner outcomes and establishing course objectives and selecting learning experiences and resources as the criteria for evaluating learning. The critical sciences approach is the process of asking questions and finding answers. It helps students learn to think, reason, reflect, and take action through the study of recurring, practical problems.

Objective Reaction: Although the author presented the material in a logical manner there were times when it became necessary to re-read various passages. The language used required thought and concentration. The information and collected data presented background material enabling emerging view points in FCS, and then showed a relationship to trends in society today for the development of future FCS curriculum . The article followed a consistent theme throughout giving documentation for conclusions.

Personal Reaction: I read this article twice before I understood the whole thing. There was so much information in this article that even now I'm not sure I understand everything presented. I learned things about FCS that I had never heard before. I knew that there were four early models of FCS. I had just never had them explained in this manner. The trends in society that were used to aid in the analysis were interesting. I would not have included learning throughout life as a societal trend effecting FCS; however, the author presented this trend most effectively. Although this article was not simple reading I enjoyed it and I learned a lot.

STAR Events Criteria

Assignment: For this project, you will select an FCCLA STAR Event, research it, then follow the appropriate STAR Events guidelines to creatively present the event to the class. Remember that this is a simulation only.

Guidelines:

- refer to STAR Events guidelines when preparing presentation/event
- time of presentation will be determined by the guidelines of the event, **with an additional 3 minutes set up before and a questioning period to follow.**
- choose from the following events:
 - a. applied technology
 - b. career investigation
 - c. chapter service project
 - d. chapter showcase
 - e. early childhood
 - f. entrepreneurship
 - g. focus on children
 - h. illustrated talk
 - i. interpersonal communication
 - j. job interview
 - k. national programs in action

There are three other STAR Events (Culinary Arts, Hospitality, and Parliamentary Procedure) but because of the criteria involved, I do not suggest using them for this assignment.

- S student(s) must submit in writing, to the instructor, three days in advance the title of the STAR Event in which they are participating

Resources:

- national/state FCCLA bylaws
- national FCCLA publications
- STAR Events guidelines
- FCCLA files
- state/national program FCCLA materials

Criteria for Curriculum Project
(Remember that all parts of this assignment must be typed)

All parts of these assignments are worked on as a group, but are turned in individually and must be typed.

- A. Conceptual Framework for Unit Plan (30 points; due April 19):
 - 1. Topic/Content
 - 2. Audience selection (age group; description of students)
 - 3. Time Frame
 - 4. Essential Learnings
 - 5. FCS National Standards
 - 6. Objective(s)
 - 4. Content (outline of what is to be covered or scope and sequence)
 - 5. Uses appropriate documentation when/where necessary
 - 6. Grammar, spelling, sentence structure

- B. Philosophy Statement for Unit plan (20 points; due May 1):
 - 1. Clearly stated
 - 2. Provides explicit direction
 - 3. There is consistency between philosophical statements and stated content goals and objectives
 - 4. Realistically stated (can be implemented)
 - 5. Accomplishment can be measured and evaluated
 - 6. Defines roles
 - 7. Based upon: empirical data (research evidence), and/or educational sound principles, and/or conventional wisdom
 - 8. Based on the needs of: program recipients, program implementers, program providers (local and beyond), and the institution
 - 9. Uses appropriate documentation when/where necessary
 - 10. Grammar, spelling, sentence structure

- C. Rationale for Unit Plan (20 points; due May 5):
 - 1. Includes statement of aims and goals for family and consumer sciences education and classroom action based on theory and philosophy as it relates to specific content; reflects but does not state facts about curricular design
 - 2. Clarifies beliefs of learners, society, and subject matter.
 - c. Philosophy is evident, but not just restated
 - 4. Uses appropriate documentation when/where necessary
 - 5. Grammar, spelling, sentence structure

- D. Curricular Components or Lesson Plans for Unit Plan (100 points; due June 1):
 - 1. Objectives/Competencies or Practical Problem
 - 2. Suggested time frame
 - 3. Essential Learnings
 - 4. FCS National Standards
 - 5. Suggested learning strategies and materials
 - 6. Suggested resources for students
 - 7. Suggested resources for teachers
 - 8. Unit exam
 - 9. References used in development of curriculum when/where necessary
 - 10. Grammar, spelling, sentence structure

- E. Self Analysis (30 points; done as the final)

Cooperative Learning Project

Curriculum deliberation and decision making is seldom an individual activity. More frequently it requires the interaction of many persons at various educational levels to prepare and validate an authentic, relevant, and meaningful curriculum. The more points of view that are considered the more likely the curriculum will be used and be effective.

During this course, students will devote time to the development of segments of curriculum through group activity using the principles of cooperative learning. While some time will be given in class for this activity it is assumed additional time will be needed for this cooperative assignment.

The groups will be formed by the instructor. No changes in group assignment(s) will be made.

A variety of assignments will be given to the group as follows:

1. Develop a conceptual framework for a segment of a curriculum. Eventually this part of the assignment must contain a philosophy and rationale statement.
2. Develop a 1 week segment of curriculum
3. Develop criteria for evaluating the curriculum project. The general criteria will include: relationship of parts; cohesiveness of parts; are learning strategies appropriate to/for curriculum design; is format appropriate for design.

The purpose of the group activity is to learn from each other and to increase the probability of excellence in your work. While you will work as a group, individual grades will be given. Effective cooperative learning depends upon each member being well prepared, contributing their share of the work, willingness to share ideas, willingness to accept and examine ideas, and using positive interaction skills.

The advantages to cooperative learning are the probability of higher levels of excellence and personal development. Perhaps the greatest disadvantage is the time factor. However, through increasing skills the additional time factor can be diminished.

The topics for the curriculum will be limited and based on the new thrusts in Washington Family and Consumer Sciences programming that emphasizes integrating FCS with other content areas.

Out of respect for the instructor and members of the class, please turn off all cell phones during class!

Course Outline
Topic and Assignments

March

- 29 Course overview/discuss syllabus; introduction to curriculum; paradigm shifts
- 31 Definition of curriculum

April

- 3 Historical landmarks in FCS; read chapters 1 - 2 in Hitch & Youatt
- 5 Social forces impacting curriculum
- 7 Becoming an educator; the Learner; read chapters 3 - 4 in Hitch & Youatt
- 10 Deciding what to communicate; Factors affecting curriculum; Conceptual Framework for FCS; Learning styles; read chapter 5 in Hitch & Youatt
- 12 Essential learning(s); Certificate of Mastery; Career Pathways; National Standards
- 14 The curriculum process; curriculum styles in FCS; read chapter 6 in Hitch & Youatt; additional information given on Curriculum Project; **Critique #1 Due** (critique a Journal article that discusses a social force that impacts curriculum)
- 17 Lesson plans
- 19 Textbook use in the classroom; Technology; **Conceptual Framework due**
- 21 What is FCCLA? How can FCCLA fit in the curriculum of the FCS Classroom?
- 24 What are STAR Events? **Critique #2 due** (choose one chapter from 1 - 4, Hitch and Youatt)
- 26 How to evaluate a STAR Event
- 28 How to evaluate a STAR Event

May

- 1 **STAR Events; Philosophy Statement due**
- 3 **STAR Events**; read chapter 7 in Hitch & Youatt
- 5 **STAR Events; Rationale Statement due**
- 8 Content Curriculum; Concept Curriculum
- 10 Problem Solving Curriculum; read chapter 8 in Hitch & Youatt; **Critique #3 due** (choose one chapter from 5 - 7, Hitch & Youatt)
- 12 Using action oriented learning strategies; read chapter 9 in Hitch & Youatt
- 15 Selecting instructional materials; read chapter 10 in Hitch & Youatt; **rough draft of curriculum project due**
- 17 Assessment and/or Rubrics
- 19 Measuring Learner Outcomes
- 22 Measuring Learner Outcomes; **Critique #4 due** (choose one chapter from 8 - 10, Hitch & Youatt)
- 24 Measuring Learner Outcomes
- 26 Lab day to work on Curriculum Projects
- 29 No class; Memorial Day
- 31 Program Evaluation

June

- 2 Last day of class; **Curriculum projects due**; review for final
- 9 **Final 12-2 pm**

Graduation is June 10, 2006

References

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Additional Materials: Essential Academic Learning Requirements for the State of Washington; Family and Consumer Sciences National Standards; FCCLA (FHA/HERO) State and National materials; STAR Events Manuals; various state Curriculum Guides

Spring Quarter 2006

Information Sheet
FCSE 326

Name: _____

Address (current): _____

Address (permanent): _____

Phone (home): _____

(work): _____

(cell): _____

Do you commute: _____ If so from where: _____

How long does the commute take: _____

What is your **most** favorite content area for family and consumer sciences: _____

What is your **least** favorite content area for family and consumer sciences: _____

What makes you the most excited about "having your own classroom": _____
