

Missouri Family Consumer Sciences and Human Services Education Implementation Guide



Fifth Edition

Revised 2017

Jessica Leone Herring, M.Ed., Director

Carmen Heyer, Supervisor

Family Consumer Sciences and Human Services Education
Missouri Department of Elementary and Secondary Education

Fourth Edition

Revised 2015

Cynthia K. Arendt, Ph.D.

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Preface

This guide is to serve as the framework and handbook for assisting districts in their goal of providing quality Family Consumer Sciences and Human Services programs preparing students of all ages to be critical and ethical thinkers and successful family, career and community leaders. Quality Family Consumer Sciences and Human Services programs guide students in learning to solve the practical problems of the family and the workplace using a critical science perspective.

As curriculum and instruction have advanced beyond the traditional technical “how-to” approach to one that is student directed and process oriented, students learn the process of studying questions and finding answers is as important as the answers. The process skills needed for critical thinking are part of every curriculum guide the Family Consumer Sciences and Human Services Section, Department of Elementary and Secondary Education develops.

The integration of STEM (science, technology, engineering and math) subjects is easily incorporated in Family Consumer Sciences and Human Services content. The application of STEM principles, through project-based learning using real world problems or experiences, assists the student in understanding the various ways STEM impacts Family Consumer Sciences and Human Services career paths.

Science as an integral part of the Family Consumer Sciences and Human Services curriculum is not new. It has been a part of the content since the early 1900s. Ellen Richards, one of the profession’s founders, was an industrial and environmental chemist in the United States during the 19th century. Her pioneering work in sanitary engineering and experimental research in domestic science, laid a foundation for the new science of home economics in 1902. She was the founder of the home economics movement characterized by the application of science to the home, and the first to apply chemistry to the study of nutrition. Her credentials were exceptional. She was the first woman admitted to the Massachusetts Institute of Technology (MIT) graduating in 1873. As the first woman in America accepted to any school of science and technology she was also the first American woman to obtain a degree in chemistry. Many of the early leaders in home economics (now Family and Consumer Sciences) were chemists; chemistry was an essential part of the curricula. It remains so today. Students are expected first to understand the scientific concepts and then apply them to practices at home.

Biology, especially microbiology, the understanding of germs, led to advances in sanitation of public water and sewage as well as sanitary practices in the home. (East, 1980) the application of STEM content in the areas of Family Consumer Sciences and Human Services has brought about the advancement and improvement of the home environment. The science of nutrition, textile development, food preservation, technology used for the development of new equipment and products are just a few examples of how science technology, engineering

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and math have always been a part of the field of study since the earliest days. The program's scope was expanded in the 1960s to include preparing individuals for occupations in career

clusters related to family and consumer sciences content. The change of the discipline's name nationally, in 1994, from Home Economics to Family and Consumer Sciences is recognition of the past and present scientific focus upon which the founders sought to improve the quality of life for individuals and families. Since 2002, in Missouri, we are known as Family Consumer Sciences and Human Services Education.

With development of programs based on career clusters, the content has grown to include a wide range of human services including education and hospitality and tourism programs. Family Consumer Sciences and Human Services Education programs contributes significantly to the preparation of workers in nearly one third of the occupations expected to experience the largest growth in Missouri.

Programs assist students to prepare for a career and to understand the effects of careers on families. Also of importance is helping students try to make the connection between their education and their careers. The program's emphasis is on the relationship needed between thought and action in addressing recurring or perennial family problems. Society depends on families to nurture, socialize, and support individuals in becoming contributing citizens and productive workers. Employers need skilled employees who also effectively manage their personal and family lives. Assisting individuals to understand the role of balancing career and family remains unique to the discipline.

Cynthia K. Arendt, Ph.D.

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Mary Cupp, Instructor
Northwestern R-1 School
District,
Mendon, MO

Desiree Green,
Instructor, Career
Education Director,
Normandy School
District,
St. Louis, MO

Tamra McNabb
CTE Coordinator,
Ozark School District
Ozark, MO

Tracy Miller-Watkins,
Instructor, Clarkton C-4
School District,
Clarkton, MO

Lisa Musgrave, Instructor
Holcomb School District,
Holcomb, MO

Kathy Nash,
Instructor,
Department Chair,
Lee's Summit School
District,
Lee's Summit, MO

Denise Peth, Instructor,
Gasconade R-2 School
District,
Owensville, MO

Debra Price
Teacher Educator,
Director of Secondary
Curriculum,
Missouri State University
Springfield, MO

Beverly Plymell,
Instructor, Keytesville
RIII School District,
Keytesville, MO

Charlotte Stiens
Retired, Teacher Educator
Northwest Missouri State
University
Maryville, MO

Support and Direction (Fourth Edition)

Editing support and direction provided by Jessica Leone Herring, M.Ed., Director, Family Consumer Sciences and Human Services, Missouri Department of Elementary and Secondary Education.

INTRODUCTION

Program Rationale

The essential elements of Family Consumer Sciences and Human Services Education should be viewed as foundational knowledge for all students. These life literacy skills include building on family strengths; meeting nutritional health requirements for individuals and families; developing parenting skills and managing resources including time, energy, and money. Subjects that are essential for all students.

The history of education has supported Family Consumer Sciences and Human Services content. As far back as 1892, the Cardinal Principals of Education from the Committee of 10 proposed the following main objectives of education: 1) health; 2) command of fundamental processes [reading, writing, arithmetical computations and the elements of oral and written expression]; 3) worthy home membership; 4) vocation; 5) citizenship; 6) worthy use of leisure; and 7) ethical character. These Cardinal Principals advocated over a century ago remain vital today.

In 1861, Herbert Spencer in his essay, "What Knowledge Is of Most Worth?" wrote about the failure to make child-rearing a core subject. More recently, Grant Wiggins, a well-respected research educator, stated in a March 2011, article in *Educational Leadership* "We are on the verge of requiring every student in the United States to learn two years of algebra that they will likely never use, but no one is required to learn wellness or parenting."

Over 40 years ago Marjorie Brown described the discipline as a critical/practical science. She described home economics as a problem-oriented field that draws on a knowledge base concerned with practical problems facing individuals and families every day. Dr. Brown advocated moving the discipline away from the traditional technical approach of teaching students expert ways of performing household tasks to a critical-science approach based on helping students learn to think, reason, take action, and reflect on outcomes.

Following Brown's challenge to change, the name of the profession was changed in 1994 from home economics to family and consumer sciences. The focus was on defining the discipline and its relationship to today's needs without losing the scientific focus:

- Behavioral Sciences - emphasis on relationships, coping, problem-solving, decision-making skills;
- Consumer Sciences - emphasis on decision-making and problem-solving processes when purchasing goods and services;
- Natural Sciences - emphasis on nutrition, the science of food, textiles;
- Physical Sciences - emphasis on chemical reactions, spatial planning and environmental issues; and
- Social Sciences - emphasis on the well-being of families, individuals and communities.

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Some of the skills identified in *Partnership for the 21st Century Skills*, released in 2002 are very similar to those of Brown's. They are also very similar to the process skills that have driven Missouri Family Consumer Sciences and Human Services curriculum since the 1990s.

The 21st Century Skills emphasis included:

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning;
- **Ways of working.** Communication and collaboration;
- **Tools for working.** Information and communications technology (ICT) and information literacy; and
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility.

Families use scientific and technical knowledge, methods, and tools to manage the environment and provide for members' physical well-being. The increasing reliance on technology has brought about changes in how families and individuals interact. Technology has increased our ability to communicate but, at the same time, it has isolated individuals. Total dependence on the use of technology tools for communication has been found to decrease one's ability for human interaction. Today's citizen is a citizen of the world. How individuals interact and understand different cultures and build relationships has a lasting impact.

Missouri curriculum strongly supports and complements the family in developing all students not only as successful family members, but also as productive workers. In 2002, Missouri adopted the name Family Consumer Sciences and Human Services Education to reflect clusters making up the major portion of program content. These clusters have a major role to play in providing a highly trained and diverse work force. Areas of preparation include, but are not limited to, the Hospitality and Tourism Cluster; Education and Training Cluster; and the Human Services Cluster.

The Hospitality and Tourism Cluster represents an extensive list of career options including convention and visitor bureaus; theme parks; hotels; and foodservice. One of the fastest growing industries is the foodservice industry. It is estimated that over 2 million workers will be needed in the next few years. At least 115,000 of these positions will be at the management level. As a \$500 billion dollar industry, it is the third largest industry in the country behind the federal government and health care at the time of this printing. The industry currently employs 12 million people and is 5 percent of the gross national product.

The outlook for Education and Training Cluster continues to be strong. According to the Bureau of Labor Statistics (BLS) the profession provided jobs for more than 4.5 million Americans as of March 2010. The job outlook for teachers ranges from good to excellent, depending on the region and grade level being taught. The Bureau expects new jobs for teachers in the kindergarten and elementary grade levels to grow by around 17 percent between 2010 and 2020. There will be a need for almost 27,000 pre-school teachers alone by

2017. The Bureau of Labor Statistics projects slower growth in new jobs for high school teachers -- at 7 percent between 2010 and 2020.

The Human Services Cluster offers many different career opportunities. According to the BLS, workers in human services can expect an employment growth of 27% from 2010-2020. The areas of healthcare and social assistance alone are expected to grow up to thirty four percent by the year 2016. In 2006, there were approximately 339,000 jobs in healthcare and social assistance. Those who are interested in this field will be expected to have the proper continuing education and degrees.

Family Consumer Sciences and Human Services must not only meet the life literacy skills needed by today's individuals and families, but also prepare students with 21st century employability skills related to a career pathway.

DESIGNING AN APPROVED FAMILY CONSUMER SCIENCES AND HUMAN SERVICES CAREER EDUCATION PROGRAMS

The focus for education at the national and state level is for students to be prepared for college and/or a career. The terms "college ready" and "career ready" are often used interchangeably; according to the Association for Career and Technical Education, these terms are not the same. **College readiness** is the combination of skills, knowledge, and habits of mind necessary to fully participate in college-level courses without remediation (Achieve). **Career readiness** involves three major skill areas that must be a part of a program: 1) core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; 2) employability skills (such as critical thinking and responsibility) that are essential in any career area; and 3) technical, job-specific skills related to a specific career pathway.)

Students in Missouri's Family Consumer Sciences and Human Services (FCSHS) programs can prepare for virtually hundreds of current and emerging careers in fields such as green energy; gentrification; hotel and lodging management; interior design; hospitality and tourism; dietetics; culinary and restaurant management; education; consumer economics; apparel and textiles design and marketing; community service; social services; and family and children's services. These career programs are built on the discipline's content knowledge base applied in different contexts, with different resources at varying degrees or levels.

Current factors impacting program design and implementation are:

- ❖ Missouri Learning Standards,
- ❖ Missouri School Improvement Program (MSIP) Resource and Process Standards,
- ❖ Perkins Federal Legislation,
- ❖ The Common Career Technical Core Standards (CCTC),
- ❖ Missouri Common Standards for Career Education Programs,
- ❖ National Standards for Family and Consumer Sciences,
- ❖ 21st Century Skills, and

- ❖ National Health Standards.
- ❖ Personal Finance Standards
- ❖ Career Ready Practices

Beginning with the passage of the Carl D. Perkins Legislation (Perkins III) in 1994, there has been continual movement at the federal level to focus on developing career education programs based on career clusters and career paths content. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) required local education agencies (LEAs) to have at least one career and technical program of study developed in order to receive federal funds (109th Congress, 2006). At the time of this writing, there is every indication that any new legislation will continue to focus on developing and implementing programs based on industry clusters and pathways.

The challenge to schools districts is to develop programs of study that will meet the needs of students and industry while at the same time address all the factors impacting program design and development listed earlier. To be well prepared for the first year of college or other postsecondary training, students need to master 21st-century skills such as collaboration, critical thinking, problem solving, creative expression, effective written and oral communication, and project management (leadership). These same skills are critical to being successful in each chosen career whether in the home, community or workplace.

CAREER READY PRACTICES

Family Consumer Sciences and Human Services (FCSHS) Educators address the Common Career and Technical Core (CCTC) career ready practices and 21st century process skills through direct instruction in goal setting, problem solving, creativity, critical thinking, decision making, management and leadership. Cooperation in family, work and community applications is achieved through collaborative opportunities between the FCSHS classroom and the Family, Community and Career Leaders of America (FCCLA) career and technical student organization.

The Missouri School Improvement Program (MSIP) Resource and Process Standards must also be used to guide the development of programs.

FAMILY CONSUMER SCIENCES AND HUMAN SERVICES CURRICULAR PATH

The curricular path begins with an early awareness at the grade school level and continues with specialized courses at the upper grade levels and postsecondary institutions. Professional preparation is usually done at the university level. Each course builds on knowledge and skills developed in one or more of the content areas allowing students to continue in a related career. The curriculum should incorporate into each of the content areas the four process skills which are thinking, communication, management, and leadership. These process skills align with the 21st Century Skills of critical thinking and problem solving, communication and collaboration.

FCS and HS Approved Program Courses (Grades 9-12) The approved program should include broad-based career cluster courses. These are offered at the 9th and 10th grade levels with more technical, occupational specific or advanced courses offered at the 11th and 12th grade levels. These courses usually represent 60 to 90 hours of instruction.

Occupational Specific Courses (Grades 11-14) These courses are intended to provide more in-depth content and should include all aspects of the industry. The goal is to prepare students for entry-level employment and/or advanced education. The technical courses usually represent 260 to 400 hours of instruction. These courses are organized into a minimum of two course program of studies requiring separate program approval from the basic courses in a Family Consumer Sciences and Human Services approved program.

PROGRAM DESIGN AND IMPLEMENTATION

CRITERIA FOR AN APPROVED FAMILY CONSUMER SCIENCES AND HUMAN SERVICES PROGRAM

Districts seeking to become an approved Family Consumer Sciences and Human Services program must submit an ***Application for Approval of Career Education Programs*** to the Director of Family Consumer Sciences and Human Services for Career Education. Applications for the following school year are accepted from September 1 to May 1. In addition to addressing the program requirements on the application, an application for an approved Family Consumer Sciences and Human Services program must address specific requirements.

EXPLANATION OF REQUIREMENTS FOR APPROVED FAMILY CONSUMER SCIENCES AND HUMAN SERVICES PROGRAMS

1. **PHILOSOPHY** - Reflect the philosophy of the Missouri Family Consumer Sciences and Human Services vision and mission statements.

National Vision and Mission Statements

Vision Statement:

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

Mission Statement:

To prepare students for family life, work life, and careers in family consumer sciences and human services by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span;
- Becoming responsible citizens and leaders of family, community, and work settings;
- Promoting optimal nutrition and wellness across the life span;
- Managing resources to meet the material needs of individuals and families;
- Balancing personal, home, family, and work lives;
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- Functioning effectively as providers and consumers of goods and services;
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
- Successful life management, employment, and career development.

Created and Adopted by Family and Consumer Sciences Education Division of the Association for Career and Technical Education, 1994. Adopted by the Missouri Educators of Family and Consumer Sciences, 1994. Revised 2015.

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2. **ADVISORY COMMITTEE** -Have an active advisory committee composed of representatives from business, special populations, parents, and students. (Revised Statutes of Missouri RSMo1959;163.170)
3. **PROGRAM OF STUDY** - Provide a program of study/studies based on Family Consumer Sciences and Human Services courses which sequences academics and career education content; leading students to attain a postsecondary degree; an industry-recognized certificate or credential; or entry into the workplace with a skill set conducive toward career advancement.
<https://dese.mo.gov/sites/default/files/cte-fcs-progofstudy-2017.pdf>
4. **WRITTEN CURRICULUM** - Provide a written curriculum for each course that supports and includes identified; National Family and Consumer Sciences content standards; and other National Standards where applicable (Child Development Associate(CDA), Health, ProStart, Hospitality and Tourism, CCTC, Personal Finance). There should be a balance among classroom/laboratory instruction, leadership, and personal learning. Administrative Memo CCR-17-005 Program Code 06-04 courses were moved to the 07-04 program code with one exception-096800.

**Family Consumer Sciences and Human Services
Approved Courses for an Approved Program Beginning in**

Course Code	CIP Code	Course Title
<i>Middle/Junior Course –Not included in APR or 180 day follow-up.</i>		
096800	19.0000	Discovering Family Consumer Sciences (Grades 1-8)
<i>High School Courses – Program Type 07-04 – Included in APR and 180 Day</i>		
096803	19.0201	Career Development/Entrepreneurship
096814	19.0401	Family/Consumer Resource Management
096818	19.0601	Housing Environments and Design
096820	19.0901	Apparel, Textiles and Fashion
096821	19.0706	Child Development I
096822	19.0901	Apparel, Textiles and Fashion, Advanced
096823	19.0701	Interpersonal Relationships
096824	19.0501	Nutrition and Wellness
096826	19.0706	Child Development II
096827	19.0501	Food Science
096828	19.0701	Human Development
096829	12.0500	Foods, General
096830	19.0701	Parenting
096837	19.0701	Family Consumer Sciences Internship
096840	19.0000	Family/Individual Health
996400	52.0801	Personal Finance
096910	12.0500	International Foods

All other Family Consumer Sciences and Human Services courses require an "Approval of Career Education Programs Secondary/Adult Only" form completed and submitted for program approval before beginning the program

5. **ASSESSMENT** - Provide a written curriculum that drives classroom instruction and assessment of Technical Skill Attainment (TSA) and/or Industry Recognized Certification (IRC).
<https://www.aafcs.org/credentialing-center/pre-pac/portfolio>
https://dese.mo.gov/sites/default/files/IRC-TSA_guidance_03.14.18.pdf
6. **CAREER TECHNICAL STUDENT ORGANIZATION (CTSO)** - Have an affiliated FCCLA chapter, which is an integral part of the curriculum promoting leadership development and a responsible attitude toward family, career, and community involvement. Two exceptions for approved occupational programs are: 1) culinary programs may be affiliated with FCCLA and/or SkillsUSA; 2) Careers Pathways for the Teaching Profession may be affiliated with FCCLA and/or Educators Rising.
7. **PROGRAM EVALUATION** - Conduct an annual evaluation of the program based on a system of data collection that provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities. Necessary evaluation information includes, but is not limited to, documentation for procedures, results, and program improvement efforts. A program evaluation tool developed for all divisions of career and technical education and approved by the Governor's Career and Technical Education Advisory Committee is suggested but not required.
8. **CERTIFIED INSTRUCTOR** - Have an instructor certified in Family Consumer Sciences and Human Services Education or occupational Family Consumer Sciences and Human Services who regularly participates in ongoing, high-quality, program specific professional development activities, responsible for the program.
9. **APPROVED PROGRAM CORE COURSE REQUIREMENTS** - For an approved program, a minimum of one semester course from each of the core areas must be offered to students in the program annually. The four core areas embody the nine concepts in the National Family and Consumer Sciences Mission Statement. They reflect the following family-oriented areas in the National Standards for Family and Consumer Sciences Education: career, community, and family connections; consumer and family resources; family and human development; interpersonal relationships; nutrition and wellness; and parenting. These content areas are also aligned with the areas of study identified in the Family and Consumer Sciences/Family Resource Educator Teacher Certification Requirements. Some of the four core course program content areas reflect career areas such as the National Standards for Family and Consumer Sciences and Hospitality and Tourism Management.

Implementation Guide for Family Consumer Sciences and Human Services
Family Consumer Sciences and Human Services Education
Approved Program Requirements

1. Reflect the philosophy of Missouri Family Consumer Sciences and Human Services Education (FCS&HS).
2. Maintain an active advisory committee – either have representation on a district CTE advisory committee or separate FCS&HS advisory committee.
3. Provide a program of study/programs of study based on FS&HS courses which sequences academics and career education content.
4. Provide a written curriculum for each course that supports and includes identified FCS&HS competencies.
5. Provide a written curriculum which drives classroom instruction and assessment of Technical Skill Assessment (TSA) and/or Industry Recognized Credentials (IRC)
6. Maintain an affiliated FCCLA chapter.
7. Conduct an annual evaluation of the program.
8. Maintain an appropriately certified instructor who regularly participates in high quality professional development.
9. Must offer a minimum of one semester course in each of the four core areas each year. ***Courses in underlined bold italics require separate program approval.***

Course #	Core Area/Course Name	Course #	Core Area/Course Name
COMPREHENSIVE FAMILY CONSUMER SCIENCES		NUTRITION AND WELLNESS	
096800	Discovering Family and Consumer Sciences (below 9th Grade)	096840	Family/Individual Health * (Meets graduation requirements.)
096803	Career Development and Entrepreneurship (can be used in this quadrant or in the Family/Consumer Resource Management quadrant)	096827	Food Science
		096910	International Foods
		096824	Nutrition and Wellness
		<i>096815</i>	<i>ProStart I</i>
		<i>096816</i>	<i>ProStart II</i>
FAMILY AND HUMAN DEVELOPMENT		FAMILY AND CONSUMER RESOURCE MANAGEMENT	
096821	Child Development I	096803	Career Development and Entrepreneurship (can be used in this quadrant or in the Comprehensive Family Consumer Sciences quadrant)
096826	Child Development II	096814	Family/Consumer Resource Management
096828	Human Development	096820	Apparel, Textiles, and Fashion
096823	Interpersonal Relationships	096822	Apparel, Textiles and Fashion, Advanced
096830	Parenting	096818	Housing Environments and Design
<i>096842</i>	<i>Career Pathways for the Teaching Profession</i>	<i>096906</i>	<i>Apparel, Textiles & Interior Design</i>
		<i>096907</i>	<i>Fashion and Interior Design Fundamentals</i>
		<i>096908</i>	<i>Fashion Design and Construction</i>
		<i>096909</i>	<i>Interior Design, Advanced</i>
			<i>Fashion/Interior Design and Merchandising</i>
<i>096902</i>	<i>Practicum in Teaching Pathway</i>	<i>096904</i>	<i>Hospitality and Tourism Management Program I</i>
		<i>096905</i>	<i>Hospitality and Tourism Management Program II</i>
		996400	Personal Finance * (Meets graduation requirements.)

APPROVED PROGRAM COURSE DESCRIPTIONS

DESE Administrative Memo - change of course codes Administrative Memo CCR-17-005

Middle/Junior High School Course Description

Comprehensive Family Consumer Sciences and Human Services

Discovering Family Consumer Sciences and Human Services

Course Code 096800

CIP Code 19.0000 (Offered at the 8th grade level or below)

This course is designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision making, consumer skills, personal and family relationships, parenting, nutrition, and health and career exploration. Students should begin to develop leadership skills for family, career and community life.

High School Approved Program Course Descriptions (0704)

Comprehensive Family Consumer Sciences and Human Services

Career Development/Entrepreneurship

Course Code 096803

CIP Code 19.0201

This course introduces individuals to career opportunities and/or career pathways in family consumer sciences and human services-related occupations/careers. It explores the development, marketing, and management functions associated with owning and operating a family consumer sciences and human services-related business. Instruction emphasizes career development and preparation components; balancing family life and entrepreneurial ventures; hands-on activities in entrepreneurial concepts; and use of technology.

Family and Human Development

Child Development I

Course Code 096821

CIP Code 19.0706

This course focuses on the intellectual, social, emotional, and biological development of children. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, external support services, and related public policy issues.

Child Development II

Course Code 096826

CIP Code 19.0706

This course provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to

child development, and identify general employment skills. (Prerequisite: Child Development I)

Human Development

Course Code 096828

CIP Code 19.0701

This course is an introductory course for students interested in careers in human and community services and other helping professions. Areas of career exploration include family and social services, youth development, and adult and elder care. The course focuses on basic human developmental and behavioral characteristics of the individual within the context of the family. The content includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies and/or organizations, or student organizations are appropriate approaches. This course provides the foundation for continuing and post-secondary education in all career paths within the human services cluster: early childhood development and services; family and community services; consumer services; personal care services; and education and training.

Interpersonal Relationships

Course Code 096823

CIP Code 19.0701

This course prepares individuals to understand the nature, function, and significance of human relationships within the family/individual unit. It includes instruction in the concepts and principles related to various family living conditions; establishment and maintenance of relationships; and preparation for marriage, parenthood, and family life. Instruction emphasizes the uniqueness of families and individuals, the development and socialization of the individual, and meeting the needs and interests of individuals and family members.

Parenting

Course Code 096830

CIP Code 19.0701

This course focuses on the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. Students analyze roles and responsibilities of parenting; evaluate parenting practices that maximize human growth and development; evaluate external support systems and community resources that provide services for parents; and analyze physical and emotional factors related to beginning the parenting process. Careers related to parenting are investigated. Instruction emphasizes leadership, problem-solving, and communication skills in parenting techniques.

Nutrition and Wellness

Nutrition and Wellness

Course Code 096824

CIP Code 19.0501

This course prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

Foods, General

Course Code 096829

CIP Code 12.0500

This can be any course that focuses on the general study of cooking and related culinary arts and that may prepare individuals for a variety of jobs within the food service industry. Courses should include instruction in food preparation; cooking techniques, equipment operation and maintenance; sanitation and safety. Any courses developed need to fit into the LEA's Program of Study for Career Clusters and focus on Technical Skills Attainment.

International Foods

Course Code 096910

CIP Code 12.0500

This course, while focusing on proper food preparation and procedures, introduces the student to international and ethnic specific cuisines. It includes instructions on the psychological, cultural, and social influences on food choices in world cuisine. Availability of foods due to food production, food supply, legislation and regulations are discussed.

Food Science

Course Code 096827

CIP Code 19.0501

This course prepares individuals to use the scientific method to study the biological and chemical basis for food fermentation, preservation, processing, and preparation. Students develop laboratory, writing, and reasoning skills through measuring, recording, and graphing data; writing laboratory and short research projects; and predicting and evaluating laboratory results.

Family/Individual Health

Course Code 096840

CIP Code 19.0000 (Meets 0.5 health credit graduation requirement)

This course meets the needs of today's students and focuses on the promotion of personal and family health throughout the life span. It includes concepts in communicable diseases, family relations, substance abuse, nutrition, sports nutrition, fitness and other concerns pertaining to the development of personal and family health. Career opportunities in

health-related fields are investigated. Family/Individual standards are aligned to the National Health Standards.

Family/Consumer Resource Management

Apparel, Textiles and Fashion

Course Code 096820

CIP Code 19.0901

This course is designed to help individuals understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

Apparel, Textiles and Fashion, Advanced

Course Code 096822

CIP Code 19.0901

A course designed to extend knowledge gained in apparel and textiles for the advanced student interested in fashion, fabric properties, recycling of clothing and textile items, and creative construction techniques including tailoring. (Prerequisite: Apparel, Textiles and Fashion)

Housing Environments and Design

Course Code 096818

CIP Code 19.0601

This course introduces students to the behavioral, social, economic, functional, and aesthetic aspects of housing, interiors, and other built environments. The course includes instruction in analyzing, planning, designing, furnishing, and equipping residential, work, and leisure spaces to meet user needs and the study of related public policies.

Family/Consumer Resource Management

Course Code 096814

CIP Code 19.0401

This course prepares individuals to understand the values, needs, wants, goals, and resources that enable youths and adults to make rational decisions that contribute to family stability and quality of life. It includes instruction in budgeting and spending plans, use of credit, savings, investments, taxes, consumer buying, and consumer rights and responsibilities.

Personal Finance

Course Code 996400

CIP Code 52.0801 (Meets the 0.5 personal finance credit graduation requirement)

This course focuses on helping students: 1) be knowledgeable, educated and informed on issues of managing money and assets, banking, investments, credit, insurance, and taxes; 2) understand the basic concepts underlying the management of money and assets (e.g. the

time value of money in investments and the pooling of risks in insurance); and 3) using that knowledge and understanding to plan and implement financial decisions.

Family Consumer Sciences Internship

Course Code 096837

CIP Code 19.0701

This course facilitates on-the-job training in an area of interest within Family Consumer Sciences and Human Services. These positions may be paid or unpaid. Generally, an internship consists of an exchange of services for experience between the student and an organization. An agreement on goals, objectives and experiences should be determined by the teacher, employer/organization, and student. Students can also use an internship to determine if they have an interest in a particular career, create a network of contacts or gain school credit.

COURSES INCLUDED IN PROGRAMS OF STUDY

THESE PROGRAM OF STUDY COURSES REQUIRE SEPARATE PROGRAM APPROVAL BEYOND PROGRAM BASIS COURSES FROM FAMILY CONSUMER SCIENCES AND HUMAN SERVICES AT MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION.

Career Cluster: Education and Training Cluster #5

Career Pathway: Teaching/Training Career Pathway

Program of Study: Career Pathways for the Teaching Profession

Career Pathways for the Teaching Profession

Course Code 096842

CIP Code 13.0101

A program that focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. Instructor must have a certificate that includes grades 9-12. This program requires a two-day curriculum training provided by the Family Consumer Sciences and Human Services Section, Missouri Department of Elementary and Secondary Education.

Practicum in Teaching Pathway

Course Code 096902

CIP Code 13.0101

The pre-professional teaching practicum is the second part of a two-credit program designed to attract capable young people to the teaching profession through a challenging introduction to teaching. Career Pathways for the Teaching Profession is a pre-requisite for this course and related courses. A manual with sample documents to implement the course is available as a guide for instructors teaching the practicum. Instructor training is available and required prior to implementing the program.

Career Cluster: Hospitality and Tourism Cluster #9

Career Pathway: Restaurants & Food & Beverage Services

Program of Study: ProStart - ProStart - Culinary/Restaurant Management

ProStart I (National Restaurant Association ProStart Standards)

Course Code 096815

CIP Code 12.0500

(The ProStart program is comprised of a sequence of two courses and 400 mentored work hours in the industry. Each course is designed to prepare individuals in the pursuit of a

career in the hospitality/food service industry. The program requires a specific curriculum developed by the National Restaurant Association including a summative assessment. ProStart I is an intensive course covering topics such as sanitation and safety, nutrition, kitchen basics, commercial equipment, foodservice costs, and other basic concepts related to culinary skill development and restaurant management. ProStart I is designed as a one year course if teaching in a 55 minute class period schedule. Instructor training is available. ServSafe – Food Safety and Sanitation certification and Guest Services Gold are stackable credentials. ServSafe certification is strongly suggested for all students in food preparation and culinary courses.)

ProStart II (National Restaurant Association ProStart Standards)

Course Code 096816

CIP Code 12.0500

ProStart II continues with the basics of the food service industry. Topics include menu development; purchasing and inventory; customer communication; accounting procedures for the industry; the lodging and tourism industry; and advanced culinary preparation skills.

Students completing both courses; passing both of the summative assessments; and completing a

400-hour internship can obtain an Industry Recognized Credential from the National Restaurant Association Educational Foundation. ProStart II is designed as a one year course if teaching in a 55 minute class period schedule. Instructor training is available. (Prerequisite: ProStart I).

Career Cluster: Hospitality and Tourism Cluster #9

Career Pathway: Travel and Tourism Career

Program of Study: Hospitality and Tourism Management Program (HTMP)

Hospitality and Tourism Management Program I (HTMP I)

Course Code 096904

CIP Code 52.0901

This AHLEI industry-recognized curriculum prepares students for roles in the hotel and tourism industry and beyond. HTMP I and II are designed to each be a yearlong course. If the curriculum is implemented as outlined by the AHLEI, it can lead to an IRC. HTMP I is a pre-requisite for HTMP II. Instructor training is available and required prior to implementing the program.

Hospitality and Tourism Management Program II (HTMP II)

Course Code 096905

CIP Code 52.0901

HTMP I and II can be used after students complete START for a three year sequence or in conjunction with other supporting courses (Culinary, ProStart, Accounting, Marketing, etc.) creating a sequence of three courses. If the student completes and passes the HTMP I and

If final exams and completes 100 hours of mentored experience in the areas listed by AHLEI, the student is eligible for the Certified Hospitality and Tourism Management Professional (CHTMP) designation. This is an IRC. HTMP I is a pre-requisite for HTMP II. Students may also receive the Certified Guest Service Professional designation and/or ServSafe certifications if that curriculum is taught in conjunction with HTMP I or HTMP II. Instructor training is available and required prior to implementing the program.

THE CHILD DEVELOPMENT PROGRAM OF STUDY DOES NOT REQUIRE SEPARATE PROGRAM APPROVAL

Career Cluster: Human Services #10

Career Pathway: Consumer Services Career Pathway

Program of Study: *Child Development*

Child Development I

Course Code 096821

CIP Code 19.0706

This course focuses on the intellectual, social, emotional, and biological development of children. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, external support services, and related public policy issues.

Child Development II

Course Code 096826

CIP Code 19.0706

This course provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development, and identify general employment skills. (Prerequisite: Child Development I)

Career Cluster: Human Services Cluster #10

Career Pathway: Personal Care Services

Program of Study: *Apparel, Textiles and Design (Courses for Apparel Pathway)*

NEW January 23, 2017

Fashion/Interior Design Fundamentals (Pathway Level 1)

Course Code 096906

CIP Code 19.0901

This course is designed for the student interested in a career in fashion apparel, textiles or interior design. In this course students will obtain a foundation in the knowledge needed for more advanced studies of fashion apparel, textiles or interior design. Students will

cover the basics of the physical, psychological, social and cultural reasons for how we dress and where we live, the elements and principles of design, textiles, fabric construction and selection for apparel and home use, introductory sewing skills that are applied in a variety of samples and apparel or home goods projects. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course where art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS).

Fashion Design and Construction (Pathway Level 2)

Course Code 096907

CIP Code 50.0407

This course develops a more advanced knowledge and application of sewing skills. It is designed for the student interested in a career in fashion apparel, accessory design, costume design, interior design and more. This course utilizes more advanced garment construction techniques, basic patternmaking/draping and an expansion of applied textiles knowledge. Several garments and skills examples will be constructed during the semester. Successful completion of this class provides students with an understanding of textile application and construction with an emphasis on quality. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course which art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS).

Fashion/Interior Design and Merchandising (Pathway Level 3)

Course Code 096909

CIP Code 19.0905

This course is designed for to provide the student with knowledge the various creative and business functions of the fashion and home goods industries. Students learn the dynamics of the industry including trending, textiles, designers, the design process, production, promotion and visual merchandising. Students will develop a collection of apparel or home goods by utilizing croquis sketching and/or apparel/home good construction techniques, basic patternmaking/draping and an expansion of applied textiles knowledge. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course which art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS).

Career Cluster: Human Services Cluster #10

Career Pathway: Personal Care Services

Program of Study: Apparel, Textiles and Design (Courses for Interior Design Pathway)

NEW January 23, 2017

Fashion/Interior Design Fundamentals (Pathway Level 1)

Course Code 096906

CIP Code 19.0901

This course is designed for the student interested in a career in fashion apparel, textiles or interior design. In this course students will obtain a foundation in the knowledge needed for more advanced studies of fashion apparel, textiles or interior design. Students will cover the basics of the physical, psychological, social and cultural reasons for how we dress and where we live, the elements and principles of design, textiles, fabric construction and selection for apparel and home use, introductory sewing skills that are applied in a variety of samples and apparel or home goods projects. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course where art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS).

Interior Design, Advanced (Pathway Level 2)

Course Code 096908

CIP Code 19.0601

This course develops a more advanced knowledge and application of interior design skills. Projects on the following may be explored: housing/furniture styles, design and architecture, hand drawn floor plans, computer-aided design (CAD), remodeling and career related occupations. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course which art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS).

Fashion/Interior Design and Merchandising (Pathway Level 3)

Course Code 096909

CIP Code 19.0905

This course is designed for to provide the student with knowledge the various creative and business functions of the fashion and home goods industries. Students learn the dynamics of the industry including trending, textiles, designers, the design process, production, promotion and visual merchandising. Students will develop a collection of apparel or home goods by utilizing croquis sketching and/or apparel/home good construction techniques,

basic patternmaking/draping and an expansion of applied textiles knowledge. Self-initiative, motivation, time management, planning, independent work, following directions and evaluating are crucial skills in this course which art, communication, mathematics, science and technology are applied. Students will be introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associate with Family and Consumer Sciences (FACS)

Career Cluster: Human Services #10

Career Pathway: Consumer Services Career Pathway

Program of Study: Cosmetology

Cosmetology

Course Code 096900

CIP Code 12.0401

A program that generally prepares individuals to cut, trim, and style scalp, facial, and body hair; apply cosmetic preparations; perform manicures and pedicures; massage the head and extremities; and prepare for practice as licensed cosmetologists in specialized or full-service salons. Program includes instruction in hair cutting and styling, manicuring, pedicuring, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations. **Must meet Missouri state licensing requirements.**

Career Cluster: Human Services #10

Career Pathway: Consumer Services Career Pathway

Program of Study: Nail Technician

Nail Technician

Course Code 096901

CIP Code 12.0401

A program that prepares individuals to shape fingernails and toenails, remove unwanted skin and blemishes, apply polish and cosmetics to nails, and function as licensed manicurists or nail technicians/specialists.

Includes instruction in manicuring theory; skin anatomy; nail growth, irregularities, and diseases; sterilization and sanitation; equipment and table maintenance; cuticle, blemish, and rough skin removal; nail filing, shaping, and polishing; cream application and extremity massage; nail sculpture and design art; product storage and use; customer service; laws and regulations; and business practices. **Must meet Missouri state licensing requirements.**

Career Cluster: Human Services #10

Career Pathway: Consumer Services Career Pathway

Program of Study: *Early Childhood Professions*

Early Childhood Professions

Course Code 096831

CIP Code 19.0709

This program prepares individuals to be the primary providers of home, family, residential, or institutional-based child care and education services. It includes instruction in child growth and development; nutrition; recreation; planning and supervision of play and learning activities; child abuse and neglect prevention; parent-child relationships; and applicable legal and administrative requirements. Instructor must have or qualify for occupational certification in Human Development, or Child Care Guidance.

SPECIALIZED COURSES

THESE COURSES REQUIRE SEPARATE PROGRAM APPROVAL FROM FAMILY CONSUMER SCIENCES AND HUMAN SERVICES AT MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION.

These courses must be part of at least a two course sequence.

Adult Development and Aging

Adult Development and Aging

Course Code 096834

CIP Code 19.0702

A program that focuses on the characteristics of aging populations and the needs of an older individual in family and institutional settings. It includes instruction in the biological and psychological stages of aging; the provision of dependent care; serving the social, economic, and psychological needs of aging adults; related public policy issues; and adult community services. Instructor must have or qualify for occupational certification in Human Development.

Apparel, Textiles and Design

Apparel and Textile Marketing Management

Course Code 096825

CIP Code 19.0905

The program focuses on marketing research and management as applied to the products and services of the apparel and textile industries. It includes instruction in applicable principles of textile and apparel design and manufacturing; sales and distribution systems; domestic and international market research; profitability, consumer research; and the design and implementation of marketing campaigns. Instructor must have or qualify for Apparel and Textiles occupational certification.

Fashion Design Course

Code 096846

CIP Code 50.0407

This program prepares individuals to apply artistic principles and techniques to the professional design of commercial fashions, apparel, and accessories, and the management of fashion development projects. Includes instruction in apparel design; flat pattern design, computer assisted design and manufacturing. It also includes the principles of management and operations in the fashion industry. Instructor must have or qualify for Apparel and Textiles occupational certification.

Culinary Arts

Culinary Arts/Chef Training

Course Code 096804

CIP Code 12.0500

This program prepares individuals to provide professional chef and related cooking services in restaurants and other commercial food establishments. It includes instruction in recipe and menu planning, preparing and cooking of foods, supervising and training kitchen assistants, the management of food supplies and kitchen resources, aesthetics of food presentation, and familiarity or mastery of a wide variety of cuisines and culinary techniques.

Restaurant, Culinary and Catering Management

Course Code 096805

CIP Code 12.0504

This program prepares individuals to plan, supervise, and manage food and beverage preparation and service operations, restaurant facilities, and catering services. It includes instruction in food/beverage industry operations, cost control, purchasing and storage, business administration, logistics, personnel management, culinary arts, restaurant and menu planning, executive chef functions, event and management, health and safety, insurance, and applicable laws and regulations. Instructors must have or qualify for occupational certification in Food Production, Management and Related Services or Culinary Arts.

Food Production/Management and Services, General

Course Code 096833

CIP Code (12.0505)

A program that prepares individuals to serve under the supervision of chefs and other food service professionals as kitchen support staff and commercial food preparation workers. It includes instruction in kitchen organization and operations; sanitation and quality control; basic food preparation and cooking skills; kitchen and kitchen equipment maintenance; and quantity food measurement and monitoring. Instructors must have or qualify for occupational certification in Food Production,

Management and Related Services or Culinary Arts.

Food Service Systems Administration/Management

Course Code 096844

CIP Code 19.0505

A program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individual to manage such operations in public and private facilities. It includes instruction in human nutrition; food safety; the design and organization of food service systems; purchasing; personnel management; and related business practices. Instructors must have or qualify for occupational certification in Food Production, Management and Related Services or Culinary Arts.

Housing/Interior Design

Home Furnishings and Equipment

Course Code 096835

CIP Code 19.0605

This program prepares individuals to assist in home furnishings and decorations. Includes instruction in selecting, purchasing designing, and decorating; home furnishings and equipment; floral design; accessory construction; textiles; and upholstery. Instructor must have or qualify for occupational certification in Housing and Home Environments

Facilities Planning and Management

Course Code 096836

CIP Code 19.0604

This program focuses on strategic workplace and facility planning and prepares individuals to function as facility and event managers and workplace consultants. It includes instruction in the principles of aesthetic and functional design; environmental psychology and organizational behavior; real estate planning; principles of occupational health and safety; event planning and management; and applicable regulatory and policy issues. Instructor must have or qualify for occupational certification in Career Family and Consumer Sciences, Other.

Any Subject Area

FCS Related Occupations Cooperative Education

Course Code 096839

CIP Code 19.0201

Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the family consumer sciences and human services field. The student must be concurrently enrolled in the course. This is a cooperative career education program and must follow guidelines established for these programs.

REPORTING PROGRAMS IN MOSIS

Districts must report Family Consumer Sciences and Human Services programs in the Missouri Student Instructional System (MOSIS) data collection system under the correct program and type code. Districts with approved career (vocational) programs are eligible to apply for and receive Enhancement Grant funds; 50/50 equipment Grant funds; Program Improvement Grant funds; and Efficiency Index Formula (EIF) funds through the use the program code 07-04 for the Approved Program Courses and Occupational Specific Courses. The program type and course codes are provided in the Courses section of the Family Consumer Sciences and Human Services Implementation Guide.

While it is recommended districts use course names consistent with those provided in the core data manual and on the district's approved course list, districts can use different course names to meet local needs. When reporting a course, the course content should match the state and national competencies identified for that course. To determine how to report courses in the MOSIS data system, compare the competency list for the content area of the local course offering to the competency list of the content area provided on the DESE Family Consumer Science and Human Services website.

If you have questions regarding the completion of the MOSIS screens for approved programs, please refer to the DESE Core Data Manual

PROGRAM EVALUATION

WHY EVALUATE

Program evaluation is a continuous process. Evaluation is a tool that can be used to help examine program goals and outcomes for the purpose of program improvement. It is through the process of evaluation that data is collected, judgments are made and action plans are determined. Evaluation is a guide to assist in determining what changes and improvements should be made.

Using program evaluation data that addresses the core indicators identified in the Missouri School Improvement Program, the Common Standards for Career Education Programs, and the Specific Requirements for Approved Family Consumer Sciences and Human Services programs contained in this Implementation Guide should help define to what extent program standards are being met.

WHAT TO EVALUATE

The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Career Education Programs. This document includes the following six common criteria:

- Criteria 1 – Programs of Study;
- Criteria 2 – Curriculum;
- Criteria 3 – Instruction;
- Criteria 4 – Assessment;
- Criteria 5 – Career and Technical Student Organizations; and
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining, and evaluating quality career (vocational) education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.
2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local educators after completing the rubric as a way of prioritizing improvement strategies.

WHOM TO INVOLVE

There are at least six essential sources to provide a full picture of the effectiveness of the program. Each source has a different interest in the program or a different perspective. Sources include prospective and former students, parents, administrators, community groups, potential employers for graduates of the program, and the program instructor(s).

HOW TO EVALUATE

This is the planning phase of evaluation. Goals are established, the target audience for reporting is identified, and the data collection instrument is developed.

There are two common approaches for program evaluation. The first approach is a formative evaluation that provides ongoing information throughout the year. This approach allows for “keeping score” to determine how the program plan is working and what changes need to occur during the year to keep the program on track.

Summative evaluation is the second approach. This method generally occurs once a year and ends with a summary of the findings or an annual report.

Both approaches are useful for different purposes. The formative approach provides ongoing information. The summative approach summarizes the total events for the period of time selected. Match the evaluation approach to the intended audience.

Data from formative or summative evaluation may be qualitative or quantitative. Qualitative evaluation data may come from student observations and open-ended feedback such as from an interview or focus group. It answers questions such as why and how. This type of data is based on perception and opinion. Quantitative methods yield data that are more consistent or uniform such as from a survey, checklist, or test. These data answer questions of how much or to what extent. Quantitative data are based on numerical measures or verifiable facts.

If you are **NOT** using the Common Criteria and Quality Indicators Evaluation/Program Improvement Tool, the following guidelines should be considered when developing an evaluation tool. <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf>

Guidelines to consider when developing an evaluation tool.

1. Define the Purpose and Scope of the Evaluation

Defining the purpose begins with deciding on the goals and objectives for the evaluation and on identifying the audience for the evaluation results. The goals and objectives may vary depending on whether the instructional program or curriculum being evaluated is established or new. If the program is established, previous data can be compared to current data to measure any change. If the program is new, the benchmarks will have to be established that will signal improvement. The scope does not answer the question of how the evaluation will be conducted; rather, it answers the question of what will be examined. Defining the scope involves setting limits and deciding on what parts of the program need focus.

2. Design the Evaluation and Data Collection Procedures

The design and data collection plan are actually a road map for conducting the evaluation. An important part of the design is the development or selection of the instruments for collecting and recording the data needed to answer the evaluation questions. Data collection instruments may include record-keeping forms, questionnaires, interview guides, tests, or checklists. Some data collection instruments are provided in this section. In other cases, new instruments have to be created. In designing the instruments, consider the relevance of the items to the evaluation questions and the ease or difficulty of obtaining the desired data.

3. Develop a Written Evaluation Plan

A written plan describing the evaluation and data collection processes to be used and the timeline for implementation should be developed and kept on file.

4. Collect the Data

Data collection should follow the plan developed in the previous steps. Standardized procedures need to be followed so that the data are reliable and valid. The data should be recorded carefully so they can be tabulated and summarized during the analysis stage.

Following are some of the data sources that may prove useful:

- Missouri School Improvement Program reports
- Program-specific standards and checklists

- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for career education programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates from career programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation
- Student follow-up studies

5. Analyze the Data and Prepare a Report

This involves tabulating, summarizing, and interpreting the collected data in such a way as to answer the evaluation questions. The evaluation will not be completed until an annual report has been written and the results are communicated to the appropriate administrators and decision makers. In preparing the report, the writer should be clear about the audience for whom the report is prepared. Two broad questions need consideration: What does the audience need to know about the evaluation results? How can these results best be presented?

Different audiences need different levels of information. Administrators need general information for policy decision making whereas advisory committee members may need more detailed information that focuses on program activities and effects on participants. The report should address topics such as the goals of the evaluation; the procedures or methods used; the findings; and the implication of the findings, including recommendations for changes or improvements in the program.

The data will be analyzed to answer the evaluation questions specified in the evaluation plan. Therefore, the analysis will allow the evaluator(s) to accomplish the following:

- Describe the school and classroom environment.
- Describe the characteristics of the students.
- Describe the instructional objectives and activities.
- Describe the outcomes.
- Examine and assess the extent to which the instructional plan was followed.

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- Examine and assess the extent to which the outcomes met the instructional goals and objectives.
- Examine how the program environment, teachers, and the instructional program and methods affected the extent to which the outcomes were achieved and assess how the program can be improved to achieve increased success.

6. Use the Evaluation Report for Program Improvement

The evaluation should not be considered successful until its results are used to improve instruction and student success. The evaluation may indicate that an instructional activity is not being implemented according to plan or it may indicate that a particular curriculum is no longer relevant. If so, the evaluation identifies the appropriate changes for program improvement. Local strategies for addressing needed improvements should be identified and a written plan for addressing them should be developed.