

*III. Home Economics -
State plan*

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STATE PLAN

HOME ECONOMICS EDUCATION

IOWA STATE BOARD FOR VOCATIONAL EDUCATION

1963

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SECTION V
HOME ECONOMICS EDUCATION

1.0 PLAN FOR SUPERVISION

1.1 Duties of consultants, other than those in Section I, 3.1

- 1.11 Improve the instructional program through planning and directing curriculum development for day school and adult programs; guiding FHA; preparing materials and teaching aids; promoting research; and evaluating the effectiveness of the program.
- 1.12 Keep abreast of education developments through periodic study, attendance at professional conferences, workshops, or meetings, and reading.
- 1.13 Encourage further study by teachers.
- 1.14 Consult with teachers, administrators, and architects in planning and remodeling homemaking departments.
- 1.15 Develop policies and plans for pre-service and in-service education of teachers, and long-time plans for day school and adult programs in cooperation with teacher education staffs.
- 1.16 Analyze local programs in relation to the yearly goals through visits, reports, and conferences as a basis for recommendations for improvement.
- 1.17 Assist non-reimbursed schools by making materials available to interested teachers, inviting teachers to state and district conferences, accepting invitations of local school administrators to work on curriculum and facilities, and by providing opportunities for participation in the state FHA program.
- 1.18 Promote and direct the state program of Future Homemakers of America.

1.2 Qualifications of head State consultant.

1.21 Professional and technical preparation

She shall have met qualifications to teach in a vocational homemaking program.

She shall have completed a master's degree which includes graduate work in home economics education and home economics. Graduate study shall include work in supervision, curriculum, research, and evaluation.

1.22 Experience in home economics programs

She shall have had a least four years of teaching experience, including both day school and adult classes in vocational programs, and experience in teacher education or in supervision.

1.3 Qualifications of assistant State consultant.

1.31 Professional and technical preparation

She shall have met qualifications to teach in a vocational homemaking program.

She shall have completed a master's degree which includes graduate work in home economics education and home economics or at least 30 quarter hours with a plan leading to a master's degree. Graduate study shall include work in supervision, curriculum, research, and evaluation.

1.32 Experience in home economics programs

She shall have had at least four years of teaching experience, including both day school and adult classes in vocational programs, and experience in teacher education or in supervision.

1.4 Qualifications of assistant State consultants assigned to areas, districts, or counties.

1.41 Professional and technical preparation

There is no plan for assigning assistant state consultants on an area, district, or county basis. If such a plan develops, the same professional and technical preparation as listed in section 1.31 for assistant State consultant will be required.

1.42 Experience in home economics programs

The same as listed in section 1.32.

1.5 Duties and qualifications of supporting professional State staff, other than assistant consultants.

There is no plan for adding supporting professional staff. If such a plan develops, qualifications will be submitted.

1.6 Duties of local supervisors.

Duties of local supervisors include:

1.61 Assisting and guiding teachers in planning and developing programs of home economics which meet the needs of various age groups.

1.62 Assisting teachers in improving instruction.

1.63 Preparing, collecting, and distributing instructional materials.

1.64 Helping to secure facilities and conditions which are conducive to effective instruction.

- 1.65 Assisting in planning and carrying out studies and surveys which may improve instruction in home economics.
 - 1.66 Interpreting the program to professional and lay workers.
 - 1.67 Guiding curriculum and study programs.
 - 1.68 Working with local organizations and groups concerned with home and family life education.
- 1.7 Qualifications of local supervisors.

1.71 Professional and technical preparation

She shall have met qualifications to teach in a vocational home-making program.

She shall have completed a master's degree which includes graduate work in home economics education and home economics. Graduate study shall include work in supervision, curriculum, research, and evaluation.

1.72 Experience in home economics programs

She shall have had at least four years of teaching experience, including both day school and adult classes in vocational programs, and experience in teacher education or in supervision.

2.0 PROGRAM OF INSTRUCTION
Plan A*

2.1 For in-school groups.

2.11 Purpose and scope

The curriculum shall be designed to help individuals in their personal and social development, in home and family living; and in assuming responsibility as family members and members of the community. The total program shall include instruction in all areas of homemaking.

2.12 Methods for determining curriculum offerings

2.121 Curriculum offerings shall be determined by analyzing and interpreting trends in society as related to home and family life role of homemaking in secondary education the developmental needs of youth.

*To be followed by all schools maintaining vocational homemaking programs unless a special agreement has been made with the State board to work under Plan B.

2.122 The needs of a particular group shall be determined through a variety of methods including visits to homes and conferences with parents and pupils.

2.123 Teachers shall cooperate in continuous curriculum development. Professional groups concerned with improving home and family life may be invited to contribute to curriculum development.

2.13 Organization

2.131 The program shall be organized to include all aspects of home living, dealing with these in a sequence which provides for meeting interests, needs, and maturity of pupils at each grade level, and for developing ability to solve school and home problems from the simple to the more complex.

2.132 Two full years of vocational homemaking shall be offered each year.

In addition to a two-year vocational homemaking program, schools may also offer homemaking III.

Courses of one or two semesters in length may be offered for seniors who have not taken homemaking I and II. Such courses may be of the laboratory or non-laboratory type. The amount of time allowed per day shall not be less than that required for other subjects.

Special subject matter courses of one semester in length may be offered in addition to homemaking I and II.

2.14 Plans for evaluation

2.141 Continuous evaluation of the program in the state shall be carried on through interpreting observations of visits to schools, analyzing reports, and conducting and interpreting research. All of these methods will be used as a basis for making changes in the program.

2.142 Evaluation of programs in individual communities shall be carried on in many ways, such as analyzing records, visiting homes, and conferring with pupils and parents in terms of the objectives.

2.15 Administrative relationships and arrangements

2.151 The minimum enrollment in each class or section of a class in homemaking I and II shall be ten. For homemaking III the minimum enrollment in each class may be eight. Any deviation from these minimum enrollments requires special approval from the state consultant for reimbursement.

2.152 Class time for vocational homemaking I, II, and III shall meet one of the following minimum requirements:

1. When schools operate on a 55 to 60 minute period, one period per school day, exclusive of passing time, shall be allowed for each class in homemaking
or
2. When schools operate on less than a 55 minute period, each class in homemaking shall meet for single periods on three days each week plus double periods (two consecutive periods) for two days a week.

2.153 The rooms and equipment for homemaking education shall provide an effective setting in which to work, set attainable standards for the homes in the community represented, demonstrate the possibilities of new or improved equipment for the home, and provide for teaching all the aspects of homemaking. The department shall have adequate lighting and ventilation.

2.154 The local homemaking budget shall include funds to maintain an up-to-date library in all the aspects of the program. Provisions shall also be made for bulletins, pamphlets, magazines, audio-visual aids, and other instructional supplies.

2.155 Guided home experiences shall be included as a part of every program.

2.156 Teachers shall make visits to homes of pupils to become acquainted with needs of pupils and to guide home experiences.

2.157 One period each day in the teacher's schedule shall be provided for individual and group conferences.

2.158 The teacher shall be employed beyond the regular school year (the regular school year includes time for local school workshops). The term of extended employment shall be determined by the enrollment and scope of the vocational homemaking day program.

When the day school enrollment is less than 40 pupils per teacher, she shall be employed for a minimum of two weeks beyond the regular school year.

When the day school enrollment is 40 pupils or more, the teacher shall be employed for a minimum of three weeks beyond the regular school year.

When the scope of the homemaking program justifies it, the school is encouraged to employ the teacher for a longer period provided a plan is submitted and approved by the state consultant.

2.159 The local school shall be encouraged to have an FHA chapter.

Plan B

Special studies may be carried on to provide a more adequate basis for planning programs throughout the state. Since some of the studies will be of such a nature as to necessitate experimentation in local centers, the school systems selected will not be required to meet the standards for reimbursement described in section V. 2.0 (pages 3-5).

2.2 For out-of-school groups.

2.21 Purpose and scope

Homemaking education aims to enrich the lives of adults by dealing with present-day life situations that are significant and challenging. The purposes of homemaking education for adults and out-of-school groups shall be to improve the quality of family living and to train for employment in occupations related to homemaking.

2.22 Methods for determining offerings

Offerings in homemaking for adults shall be determined by
studying social trends that influence family life
analyzing research findings concerning family life
studying needs and interests of adults
reviewing programs that have been offered during past
several years
interviewing and visiting prospective class members.

2.23 Organizational plans

The program in any local community shall be so planned that over a period of years it--

provides broad, well-rounded offerings designed to enrich
and strengthen family life
reaches a good cross section of out-of-school individuals
in the community
is coordinated with the day school and with other adult
education programs in the community
uses both class and non-class activities to reach and serve
those who can profit by the education.

Each lesson series offered in any one year shall consist of a minimum of six lessons of at least ninety minutes in length dealing with one aspect of home and family living.

2.24 Plans for evaluation

2.241 Evaluation of the state adult program shall be made through analyzing reports, interpreting observations of visits to adult classes, and research.

2.242 Evaluation of local programs shall be carried on by teachers in consultation with their local advisory committees, using evidence collected through observation in classes, home visits, conferences with adults, check lists, and questionnaires.

2.25 Administrative relationships and arrangements

- 2.251 The adult programs shall be supervised on the same basis as the day school programs.
- 2.252 In-service training of teachers shall be provided through conferences, visits, and special bulletins related to the teaching of particular areas of homemaking.
- 2.253 Each class shall maintain a minimum average attendance of ten for reimbursement.
- 2.254 The place for group meetings shall be as conveniently located as possible for the adults to be served by the program.

Homemaking departments or other convenient and suitably equipped buildings may be used, depending upon the nature of the work to be done.

- 2.255 The local school board shall supply space, equipment, and teaching supplies in amount and quality necessary to carry out successfully the program of work planned, meet the needs of the groups to be served, meet the standards comparable to those in typical homes in the community.
- 2.256 Each lesson series shall have a minimum of six class meetings dealing with one aspect of home and family living.

2.3 Qualifications of teachers for in-school groups.

2.31 Home economics teachers

2.311 Professional and technical preparation

The teacher shall have completed a four-year curriculum in home economics or home economics education culminating in a bachelor's degree.

The requirements shall include the following:

She shall hold an Iowa teaching certificate.

Her technical and professional credits shall not be less than the minimum required in each area as listed in section 3.116 (page 11), but no increase in the requirements for approval will be retroactive for teachers previously approved.

In case of emergency, annual temporary approval to teach vocational homemaking may be granted. In such cases the individuals to be approved shall have been graduated from a four-year curriculum in home economics education and shall lack not more than approximately five per cent of the total number of credits required for vocational approval.

A teacher holding an active vocational certificate or approval to teach vocational homemaking in another state may be approved when she secures a teaching certificate from the Iowa Department of Public Instruction.

2.32 Home Economics teachers returning to teaching after an absence of ten or more years

2.321 Professional and technical preparation

- a) Teachers who have never been approved to teach vocational homemaking in Iowa shall--

hold an active teaching certificate.

have technical and professional credits not less than the minimum required in each area as listed in section 3.116 (page 11), or have completed requirements for vocational approval in another state.

complete at least 9 quarter hours of refresher work-- approximately six hours in home economics and three hours in home economics education.

- b) Teachers who have previously been approved and taught vocational homemaking in Iowa prior to the 1956-57 school year shall--

hold an active teaching certificate.

be encouraged to complete nine quarter credits-- approximately six hours in home economics and three hours in home economics education.

2.33 Teachers for child development laboratory in home economics programs

2.331 Professional education for teaching home economics and child development. Technical preparation in home economics and child development, including directed experiences with children.

When teachers for child development laboratories are needed, statements of qualifications will be submitted.

2.4 Qualifications of teachers for out-of-school groups.

2.41 Home Economics teachers

2.411 Professional and technical preparation

Teachers approved to teach reimbursed adult classes shall meet the qualifications stated below in a) or b)

- a) She shall have the same qualifications as the day school teacher, or
b) She shall have been graduated from a four-year course in home economics and have special preparation for teaching adults.

2.412 Experience--teaching, other

Teaching experience in high school or college or experience in extension programs is recommended. In lieu of teaching, experience in homemaking or in applying home economics in some professional field such as in business, in a hospital, or nursery school may be substituted.

2.42 Persons from related fields

2.421 Professional and technical preparation

The teacher shall have had technical training in the area to be taught, and shall be approved by the state consultant of home economics.

2.422 Experience--teaching, other

She shall have had experience in applying technical information in the area to be taught.

2.5 Time requirements when Smith-Hughes funds are to be used.

No Smith-Hughes funds shall be used to reimburse regular day school classes.

Smith-Hughes funds may be used to reimburse out-of-school youth and adult classes.

The out-of-school youth and adult classes shall meet the time requirement listed in section 2.23 (page 6).

Smith-Hughes funds may be used for salaries of teachers of part-time classes.

The part-time class shall be organized and conducted for at least 144 hours.

3.0 PROGRAM OF TEACHER EDUCATION

3.1 Pre-service.

3.11 Standards to be maintained in an institution approved for pre-service teacher education in home economics

3.111 Cooperative relations between the State consultants in home economics education and institutions

The pre-service and in-service education of teachers will be planned jointly by the home economics education departments of approved teacher education institutions and the state consultants of home economics education. Others having responsibilities for teacher education will participate in the planning at appropriate times.

3.112 Procedure for selecting directed teaching centers

Directed teaching centers shall be selected jointly by the teacher education institution and the home economics state consultants and shall meet the following criteria:

Be located so as to be available for frequent visits by the home economics teacher educator.

Have a home economics teacher who meets qualifications as set up under section 3.33 (page 15) of this plan.

Have co-operative administrators.

Have a homemaking department with space, equipment, and furnishings adequate for teaching all areas of homemaking.

Have adequate library and teaching materials for good teaching.

Have time available for the supervising teacher to work with student teachers.

Have a homemaking program which includes:
Instruction in all major areas of homemaking
Home visitation
Home experiences
Planned instruction for adults.

It is strongly recommended that each teaching center have an FHA chapter.

3.113 Designation of responsibility for supervision of student teaching

The supervision of student teaching shall be the responsibility of home economics teacher education staff and the supervising teacher in the local school.

3.114 Faculty

An institution approved for the preparation of vocational homemaking teachers shall have not less than four full-time home economics staff members, one of whom shall be a qualified teacher educator. Each of these teachers shall hold a master's degree with some graduate work in the areas in which she is teaching. The areas of home economics include:

Family economics and home management
Housing, home furnishings, and equipment
Foods and nutrition
Clothing and textiles and costume design
Family relationships and child development.

3.115 Facilities

The facilities of the institution shall be adequate to provide effective learning experiences in all areas of the home economics curriculum. This shall include laboratory facilities for home management experiences and for directed experiences with pre-school children.

Library facilities shall be adequate and up-to-date for work in connection with all courses in the curriculum.

3.116 Curriculum

A four-year curriculum culminating in a bachelor's degree shall be required for qualified teachers of vocational programs in homemaking.

Range in proportion of required curriculum offerings to be given:

Professional education (minimum 15%)

State certification requires twenty semester or thirty quarter credits in professional education.

Home economics education courses shall include methods of teaching, supervised student teaching in home economics, and methods for adult education in home economics.

These courses in home economics education shall be taught by instructors who meet the minimum requirements as listed in sections 3.31, 3.32, and 3.33 (pages 14 and 15).

Home Economics (minimum 30%)

Family economics and home management (not less than six semester or nine quarter credits).

Housing, home furnishings and equipment (not less than six semester or nine quarter credits).

Food and nutrition (not less than eight semester or twelve quarter credits).

Clothing and textiles and costume design (not less than eight semester or twelve quarter credits).

Family relations and child development (not less than six semester or nine quarter credits).

Related fields and general education (minimum 40%)

Basic art and art appreciation (not less than four semester or six quarter credits).

Science - physical and biological (not less than fourteen semester or twenty-one quarter credits).

This shall include: chemistry, bacteriology, and human physiology or biology.

Social sciences (not less than eight semester or twelve quarter credits)

This shall include at least one course in economics and one course in sociology.

Electives (minimum 8%)

3.117 Provision for supervised experiences of prospective teachers

Supervised experience in home management shall be provided through home management residence. In special cases, such as for an experienced homemaker or a person with family obligations, supervised experiences in management may be accepted in lieu of living in the home management residence.

Directed experiences with children

Child development instruction shall include experiences in observing and working with pre-school children in controlled situations.

Community experiences

Opportunities for effective community participation shall be given throughout college.

During student teaching, special opportunities for worthwhile community experiences shall be provided.

Supervised teaching experience

The minimum time required for student teaching shall be approximately six weeks when full-time is devoted to teaching in off-campus student teaching centers and approximately twelve weeks when half-time is devoted to student teaching.

Experience in supervised teaching shall include opportunities to work in more than one area of subject matter and preferably at more than one grade level.

Actual experience with adolescents shall include individual and group conferences, home visits, directing home experiences, and such other responsibilities as teachers will have on the job. It is desirable to provide experience in working with Future Homemakers of America.

3.118 Plans for periodic evaluation of the teacher education program

Evaluation of the teacher education program shall be done in terms of specific objectives and shall be carried out through--

- visiting the first-year teachers
- observing the adequacy of course work as applied in the student teaching situation
- analyzing sequence and content of professional courses in staff meetings
- analyzing the superintendent's evaluation of first-year teachers.

3.12 Institutions designated by the State board to prepare vocational home economics teachers

3.121 Institutions approved and reimbursed

Iowa State University, Ames
State College of Iowa, Cedar Falls

3.122 Institutions approved but not reimbursed

None

3.2 In-service training of employed teachers.

3.21 Plan for in-service training

The purpose of in-service teacher education is to provide opportunity for continued professional growth of teachers and thus strengthen the program in vocational homemaking. The state consultants in cooperation with teacher educators will work to improve the instructional day school program through such means as supervisory visits to the schools; by conducting local, sectional, and state conferences; by guiding teacher participation in curriculum development and evaluation; by preparing instructional materials; and by correspondence.

Members of the home economics teacher education staffs will contribute to the training of teachers in service by--

- conducting work shops and short courses
- teaching graduate courses
- helping plan and participate in state and district conferences
- cooperating with supervisory staff in visiting college graduates who are teaching
- providing leadership in development of curriculum
- preparing evaluation materials.

Technical courses which are requested by the State board may be offered by staff members of the designated teacher training institution at times when it is convenient for teachers to enroll. Special workshops or courses may be offered during the summer sessions as they are needed.

3.22 Provisions for employing consultants

Consultants may be employed to assist with the Annual State Conference for Homemaking Teachers, to work on curriculum materials, and other special phases of the program.

3.3 Qualifications of teacher educators.

3.31 Head teacher educator

3.311 Professional and technical preparation

She shall be a graduate of a four-year teacher education course in home economics from an institution approved for preparing teachers for vocational programs in home economics or shall have met the requirements to teach vocational homemaking.

She shall hold a master's degree in home economics education including work in curriculum, evaluation, supervision, and research.

In institutions offering master's degrees in home economics education she shall hold a doctoral degree or have thirty semester hours work beyond the master's degree.

3.312 Experience in home economics programs

She shall have had at least three years experience teaching home economics some of which has been in vocational programs including both day and adult classes. In addition, she shall have had experience in supervision of student teaching or of city or state programs.

3.32 Assistant and/or itinerant teacher educators

3.321 Professional and technical preparation

She shall have met qualifications to teach in a vocational homemaking program.

She shall have completed a master's degree which includes graduate work in home economics education and home economics or at least thirty quarter hours with a plan leading to a master's degree. Graduate study shall include work in supervision, curriculum, research, and evaluation.

3.322 Experience in home economics programs

She shall have had at least three years of teaching experience including both day school and adult classes in vocational programs and experience in teacher education or in supervision.

3.33 Supervising teachers in directed teaching centers

3.331 Professional and technical preparation

For temporary approval

She shall have a bachelor's degree and shall have completed requirements to teach vocational homemaking. In addition, she shall have a minimum of four semester or six quarter graduate credits including a course in supervision and a plan for graduate study. Extension of temporary approval will be reviewed every two years by the teacher educator and the state consultant.

For standard approval

She shall have a bachelor's degree and shall have completed requirements to teach vocational homemaking. In addition, she shall have completed a master's degree in home economics education including work in supervision and curriculum.

3.332 Experience in teaching home economics

She shall have had at least two years of teaching experience in vocational homemaking programs.

3.4 Graduate program in home economics education.

3.41 Nature and extent

A graduate program shall include professional preparation of secondary and college home economics teachers, teacher educators, state consultants, city supervisors, adult homemaking supervisors and coordinators of local programs, research workers in home economics education, and administrators of college home economics departments or home economics education programs.

The graduate program shall provide for advanced study in adult education for family life, administration, supervision, curriculum, psychology of learning, developmental psychology, research, and evaluation.

3.42 Standards to be maintained in institutions designated to offer graduate programs

There shall be a strong undergraduate program in home economics, home economics education, education, and supporting fields.

There shall be a budget sufficient to acquire and maintain the necessary qualified staff and facilities for graduate work without jeopardizing the undergraduate program.

In addition to the advanced courses in education and psychology, as outlined in section 3.41 (page 15) graduate courses shall be provided in several areas of home economics and related fields such as social, biological, and physical sciences and statistics. There shall be a sufficient number of graduate courses offered to permit students working for a master's degree to obtain fifteen quarter hours in a minor field and for students working for a doctoral degree to obtain twenty to thirty quarter hours in two minor fields.

Graduate courses in the designated aspects of professional and technical preparation shall be available during both regular school year and summer sessions in such sequence that any student may have the opportunity, in successive terms, to complete a well-balanced program of advanced study.

At least one-half of the courses included in the student's program shall be those designed exclusively for graduate students and geared to their relatively more mature thinking and experience.

Qualifications of teachers who serve as major professors for graduate students working for the master's degree shall be the same as those of head teacher educator, as outlined in section 3.31 (page 14) plus experience in research. Those who serve as major professors for graduate students working for the doctoral degree shall have a doctoral degree plus experience in research.

3.43 Institutions designated to offer a graduate program

Iowa State University, Ames

4.0 PROVISION FOR RESEARCH AND STUDIES IN HOME ECONOMICS EDUCATION

4.1 Plans for conducting research and studies.

The designated institution and the state home economics consultants shall choose the problems for cooperative research. These studies may include such problems as recruitment and selection of prospective teachers, curriculum, methods of teaching, preparation of evaluation devices, needs of homemakers pertinent to the adult program, and evaluation of the homemaking program.

4.2 Conditions and standards to be maintained.

Research and studies shall be carried on under the direction of a person qualified to do research in home economics education as listed in section 4.4 (page 17). Other research workers may be approved to assist with some studies when desirable. Facilities shall be available for adequate statistical and stenographic help, office space and equipment, materials, library, and for necessary travel. The project or projects for which vocational education funds are to be used shall be carefully planned indicating the problems to be studied, the method of studying the problem, the quality of personnel to plan and carry it through, the allocation of responsibilities, the estimated time the project will begin and terminate, the estimated cost, and the plans for making the results available to others. Consultant service such as statistical treatment, testing, and publishing shall be available.

4.3 Allocation of responsibilities for:

4.31 Planning and carrying out research and studies

Plans for research using Federal vocational and/or State vocational funds will be made jointly by the State board and the staff of the institution supplying research personnel, and the plans will be executed by using to best advantage the resources of both. However, it is anticipated that the major responsibility will be carried by those persons with special training in research techniques.

4.32 Reporting, disseminating, and utilizing results of cooperative research

Agreement will be made in advance regarding what agencies will be responsible for disseminating the findings. In every case, due recognition shall be given the individuals and agencies making major contributions to the research. The findings shall be utilized in any appropriate fashion within or outside the state.

4.4 Qualifications of research personnel.

Professional preparation and experience

A person who directs research shall have a master's degree with a major in home economics education with special training in methods of planning and conducting research, statistical techniques, and techniques of writing reports of investigations. In addition, she shall have work beyond the master's degree. She shall have had experience in assisting with research or making minor investigations.

A research worker who does independent research shall have completed a doctoral degree with a major in education or in home economics education and shall have had experience in guiding others in carrying on research at least at the master's degree level and in conducting studies and investigations.

