

Proposal for Career and Technical Education BS Degree program in the
College of Agriculture

Joint Degree Program between the Community and Leadership
Development and Family Studies Departments

Submitted to Undergraduate Curriculum Committee on January 3, 2005

REVISED SEPT 20, 2005

Table of Contents

Memo from Drs. Hansen and Hildreth Outlining Changes	3
Summary Flow Chart of Degree program	5
Request for Change in Undergraduate Program	7
Applications for Changes in Courses	18
Change HEE prefix to FCS.....	19
Change of AED 210 to AED 110/FCS 110	21
Change in Prefix, Title, Cross-list, Description, Prereq – ACE 362 to AED/FCS 362.....	28
Change in title, cross-list: AED 435 to AED 435/FCS 435.....	30
Change in Cross-list, Description, prerequisite for AED 580	32
Change in Cross-list, Description, prereq for AED 586	34
Change AED 501 to AED 590, cross list, new description and prerequisites.....	36
Applications for New Courses	38
AED/FCS 371 Advising a Career and Technical Student Organization	39
FCS 350 Design Issues for Family and Consumer Sciences Educators.....	43

December 17, 2004

To: Michael Mullen, Associate Dean for Academic Programs
College of Agriculture

From: Gary L. Hansen, Chair
Department of Community & Leadership Development

Gladys Hildreth, Chair
Department of Family Studies

Re: Revision of Undergraduate Programs in Agricultural Education and Family and Consumers Sciences Education

We have attached the paperwork for a set of changes in the Bachelor of Science programs in Agricultural Education and Family and Consumer Sciences Education. The proposed changes include the following: (1) combine the programs in Agricultural Education and Family and Consumer Sciences Education into a single Career and Technical Education major with formal options in Agricultural Education and Family and Consumer Sciences Education, (2) revise a number of the cross-listed courses to better meet student needs, (3) create one new cross-listed course designed to enhance Agricultural Education and Family and Consumer Sciences Education students' abilities to work with student organizations and one new FCS course designed to meet the Housing and Apparel requirements for students selecting the Family and Consumer Sciences Education option, (4) establish criteria for graduating with honors, and (5) change the prefix of HEE courses to FCS. The background for these changes, as well as the rationale for each, follows.

Background

The creation of the Department of Community & Leadership Development in 2002 brought together faculty from rural sociology, agricultural communications, program and staff development, and agricultural education. The Department, in general, and its Undergraduate Committee, in particular, has spent considerable time and effort over the last two years examining ways its new configuration of faculty and other resources can be used to strengthen both undergraduate and graduate programs. Currently, Community & Leadership Development has one undergraduate degree program (Agricultural Education, Communications and Leadership) with options in Agricultural Education, Agricultural Communications, and Public Service and Leadership. While there had once been considerable overlap in professional development requirements of the three options, the academic and professional goals of the three are not as well served by a common major set of courses today as in the past. While the Agricultural Communications and Public Service and Leadership options share the commonality of being interdisciplinary social science programs, the Agricultural Education option is focused primarily on preparing students for certification as teachers in the public schools.

With the incorporation of the former College of Human Environmental Sciences into the College of Agriculture as a School of Human Environmental Sciences in 2003, the College became the home of a second teacher certification program in Family and Consumer Sciences Education, which is one of two options in the Family and Consumer Sciences major whose academic home is in the Department of Family Studies. Since Agricultural Education and Family and Consumer Sciences Education currently share a focus on teacher certification and much of their curriculum and teaching resources, the faculty in both programs from both affected departments have worked together to prepare this proposal to create a joint Career and Technical Education major. Both the Department of Community & Leadership Development and the Department of Family Studies approved the proposal in October and the faculty have met with representatives of the College of Education administration to share details of the proposal and insure that proposed changes will not adversely affect teacher certification. It should also be noted that the Department of Community & Leadership Development has submitted materials for revising the remaining options (Agricultural Communications and Public Service and Leadership) in its undergraduate program and the Department of Family Studies is submitting materials for revising its Family and Consumer Sciences program. All three proposals should be considered one package since the successful implementation of any one is contingent on the implementation of the others.

Combine Agricultural Education and Family and Consumer Sciences Education into a Single Career and Technical Education Major

As suggested above, Agricultural Education and Family and Consumer Sciences Education faculty share an emphasis on teacher training and currently work together to plan curriculum, schedule classes, etc. In addition, the two programs' courses are cross-listed and they have a joint graduate program. Therefore, formalizing the joint nature of the undergraduate program by having a common Career and Technical Education major with Agricultural Education and Family and Consumer Sciences options is a logical next step in strengthening both programs and utilizing the resources available to both programs more effectively.

Revise a Number of Cross-Listed Courses

As part of preparing this proposal, program faculty carefully examined the proposed required core courses for the major. In the process, they identified areas where minor revisions would strengthen the program and provide a more logical transition from one course to the next. As a result, this proposal includes revisions to six cross-listed courses. Most include relatively minor changes (e.g., course number changes, title changes to better reflect content, more explicit course descriptions).

Create Two New Courses

Both Agricultural Education and Family and Consumer Sciences Education teachers include work with student organizations as an integral part of their overall programs. Since current courses do not focus on student organizations, there is a need for a new Career and Technical Education course that focuses on advising student organizations and an application for such a course is included. In addition, Family and Consumer Sciences teachers must include housing and apparel topics in their curriculum. The second course proposal would create a new FCS course titled Design Issues for Family and Consumer Sciences Educators which would be required for students selecting that option.

Criteria for Graduating with Honors

Neither the Agricultural Education nor the Family and Consumer Sciences Education program currently recognize outstanding student achievement by having criteria for them to graduate with honors. Faculty from both programs feel it is time to do so. Therefore, we have included a proposal to establish criteria for recognition.

Change HEE Course Prefixes to FCS

A final aspect of this proposal is a request to change the HEE prefix for courses associated with the program in the Department of Family Studies. This change will simply reflect changes in the discipline. The HEE prefix was appropriate in the past when the title of the program was Home Economics Education. The title of the program changed to Family and Consumer Sciences Education a number of years ago and the new FCS prefix will reflect the change. (It should be noted that this proposal does not include a common prefix, such as CTE, for courses. It instead includes cross-listing courses as AED and FCS so that the two affected departments can account for their own student credit hours, etc.)

Finally, it is important to note that the program revisions we are requesting incorporate and are consistent with new College of Agriculture requirements currently being implemented.

Please contact either one of us if we can provide additional information.

Summary of Requirements for the Bachelor of Science Degree in Career and Technical Education

This flow chart shows the major core and requirements for Agricultural Education and Family and Consumer Sciences Education options.

USP Category	USP hours that are not in options	Hours	
Math	ACT/Exam/MA 109	0-3	
Foreign Language	2 yr HS or 2 Sem	0-6	
Inference Logic	Calc or STA 200+PHI 120 or PHI 320	3-6	
Written Communication	ENG 104	4	
Oral Communication	College req-see core	0	
Natural Sciences	CHE 101, 104, or 105 AND BIO 102 or 103	6	
Social Sciences	Satisfied in options*	0	
Humanities	Any USP Humanities	6	
Cross-cultural	Any USP Cross-cultural	3	
	200 level writing	3	Grad Req., not USP
	Total hours	28-40	
	Major Core	Hours	
	AED/FCS 110	3	
	EDP 203	3	
	FAM 357	3	
	GEN 100 or COM 181 or 252	3	College requires GEN 100, HES requires COM
	AED/FCS 362	3	
	AED/FCS 371	3	
	AED/FCS 435	3	
	AED/FCS 580	3	
	AED/FCS 586	3	
	AED/FCS 590	12	
	Total Core Hrs	39	



AgEd Option	Hours
AEC 302	4
AEN 252	3
ASC 101	3
ASC 102	3
CLD 102* or SSc Elec	3
ECO 201*	3
PLS 210 or PLS 386	3 - 4
PLS 366	4
Option Required Hrs	26-27

FCSEd Option	Hours
FAM 251	3
FAM 252*	3
FAM 253	3
FAM 255	3
FAM 256	3
FCS 350	3
HES 100	1
HES 400	2
MAT 120	3
NFS 101	3
NFS 204	1
NFS 241	3
PSY 100*	4

Continued next page

Option Required Hrs 35

Summary of CTE Requirements, continued

**Ag Education
Specialty Support** **Hours**

AEC Elec 3
 ASC Elec 3
 2 PLS Elec 6
 AEN/BAE Elec 3
 3 CoA Elec 9

Total SS 24

Total Required 114-120**

Free Electives 0-6

Total Hours in AgEd 120

**FCS Education
Specialty Support** **Hours**

Five courses from: 15
 FAM 360; FAM 383;
 FAM 473; FAM 544;
 FAM 553 or 554;
 FAM 563; CLD 501;

Total SS 15

Total Required 114-120**

Free electives 0-6

**Total Hours in
FCSEd 120**

* satisfies USP requirement

** calculated assuming student has 2 yrs high school language

**UNIVERSITY OF KENTUCKY
REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM**

Program(s) Agricultural Education, Communications, and Leadership (AECL)
Family and Consumer Sciences (FCS)

Formal Option(s) AECL: Agricultural Education
FCS: Family and Consumer Sciences Education

Department(s) AECL: Dept. of Community and Leadership Development
FCS: Dept. of Family Studies

College Agriculture

Degree Title (old) AECL: Agricultural Education, Communications and Leadership
(old) FCS: Family and Consumer Sciences

(new) Career and Technical Education (Options in Agricultural Education and Family and Consumer Sciences Education)

Bulletin pp Agricultural Education: pp 78-79 in 2004/2005 Bulletin
Family and Consumer Sciences Education: pp 87-88 in 2004/2005 Bulletin

CIP Code Agricultural Education: 13.1301
Family and Consumer Sciences Education: 13.1308

Accrediting Agency (if applicable) National Council for Accreditation of Teacher Education
American Association of Family & Consumer Sciences – FCS Ed

Proposed change(s) in Program Requirements

- Particular University Studies Requirements or recommendations for this program** – Career and Technical Education with options in Agricultural Education and Family and Consumer Sciences Education

NOTE: All proposed changes are aligned with proposed changes in the College of Agriculture graduation requirements (in process, Fall 2004).

University Studies Requirements or Recommendations	Current	Proposed	HRS
I. Math	A score of 26 on the mathematics section of ACT, a bypass examination, MA 109, <u>or</u> any calculus course	Same	0 - 3
II. Foreign Language	Two years of a foreign language in secondary school as indicated on transcripts <u>or</u> any two semester sequence (at least 6 hours) in a single foreign language at the college level	Same	0 - 6
III. Inference - Logic	Ag Ed: Any calculus course <u>or</u> STA 200 PLUS PHI 120 or PHI 320 FCS Ed: STA 200 PLUS PHI 120 or PHI 320	Any calculus course <u>or</u> STA 200 PLUS PHI 120 or PHI 320	3 - 6
IV. Written Communication	ENG 101/102	ENG 104	4
V. Oral Communication	Ag Ed: GEN 100 & GEN 200 <u>or</u> GEN 200 and Communications course from approved USP list FCS Ed: COM 181 <u>or</u> COM 252	Oral Communications requirement suspended by University. Communication requirements in major core.	0
VI. Natural Sciences	Ag Ed: Six hours from the approved USP list FCS Ed: BIO 102 and BIO 103	Ag Ed Option: Partially completed by option requirements FCS Ed Option: Completed by option requirements	6
VII. Social Sciences	Ag Ed: Six hours from the approved USP list FCS Ed: PSY 100 and FAM 252 required	Ag Ed Option: Completed by option requirements FCS Option: Completed by option requirements	6
VIII. Humanities	Six hours from approved USP list	Same	6
IX. Cross-Cultural	Three hours from approved USP list	Same	3
X. Electives	Six hours of electives approved by advisor	Same	6
		Total USP hours	34 - 46

2. **College Depth and Breadth of Study Requirements (if applicable)** (including particular courses required or recommended for this program). NOTE: To the extent that proposed changes in 2 through 6 involve additional courses offered in another program, please submit correspondence with the program(s) pertaining to the availability of such courses to your students.

Current College of Agriculture Requirements for Ag Ed Option	Proposed Changes in College of Agriculture Requirements for Ag Ed Option
General Agriculture - GEN 100 (Issues in Agriculture: The Development of Modern Agriculture) and GEN 200 (Issues in Agriculture: Contemporary Agricultural and Natural Resource Issues) (see USP oral communications requirement) – 6 hrs	General Agriculture - GEN 100 (Issues in Agriculture: The Development of Modern Agriculture) – 3 hrs
ENG 203 (Business Writing) or ENG 204 (Technical Writing) – 3 hrs	No College Writing Requirement – replaced by Graduation Writing Requirement
Total Hours: 9	Total Hours: 3
Current School of Human and Environmental Sciences Requirements for FCS Ed Option	Proposed Changes in School of Human and Environmental Sciences Requirements for FCS Option
HES 100 (Introduction to Professions in HES) (1 hr)	Same
HES 400 (Concepts in HES: Integration and Application) (2 hrs)	Same
Total Hours: 3	Total Hours: 3

3. **Premajor or Preprofessional Course Requirements (if applicable)** NONE

4. **Credit Hours Required:**

4a. **Total Required for Graduation:** Current: 128 Proposed: 120

- 4b. **Total required by Level:** (for the major and its options)

	<u>100</u>	<u>200</u>	<u>300</u>	<u>400-500</u>
For Major	3	3	9	21
For AED option	6	6-9	7-11	0
For FCS option	7	19	3	2

- 4c. **Premajor or preprofessional requirements (if applicable)** 0

- 4d. **Field of Concentration (if applicable)**

Agricultural Education Option	25-26
Family and Consumers Sciences Education Option	35

4e. **Division of Hours Between Major Subject and Related Field (if applicable)**

Major core	39
Agricultural Education Option	25-26
Family and Consumer Sciences Education Option	35

4f. **Hours Needed for a Particular Option or Specialization (if applicable)**

4g. **Technical or Professional Support Electives (if applicable)**

Agricultural Education	24
Family and Consumer Sciences Education Option	15

4h. **Minimum Hours of Free or Supportive Elective (Required)**

Electives to meet the required minimum hours needed for graduation

5. **Major or Professional Course Requirements**

Current FCS Core for FCS Ed	Current AECL Core for Ag Ed	Proposed Core for Career and Technical Education	Hours
		AED/FCS 110 (Introduction to Career and Technical Education) (prefix change form attached)	3
		EDP 203 (Teaching Exceptional Learners in Classrooms) (currently required for Ag Ed option in AECL and FCS Ed option in FCS)	3
		FAM 357 (Contemporary Adolescence) (Agreement form attached for Agricultural Education students; already required for Teacher Certification option in Family and Consumer Sciences)	3
FAM 399	ACE 362	AED/FCS 362 (Field Experiences in Career and Technical Education) (prefix change form attached)	3
		AED/FCS 371 (Advising a Career and Technical Education Student Organization)	3
		AED/FCS 435 (Designing Curriculum and Assessment in Career and Technical Education) (prefix change form attached)	3
		AED/FCS 580 (Foundations in Teaching Career and Technical Education) (prefix change form attached)	3
		AED/FCS 586 (Methods of Teaching Career and Technical Education) (prefix change form attached)	3
		AED/FCS 590 (Teaching Experience in Career and Technical Education) (prefix change form attached)	12
	ACE 102	No longer required, but recommended for USP Social Science requirement as CLD 102	
	AEC 101	No longer required	
	ACE 302	No longer required	
	ACE 501	No longer required	
	ACE 320	No longer required	

COM 181 or 252	GEN 100	GEN 100 (College Oral Communication Requirement for Ag Ed) or COM 181 or 252 (FCS Communication Requirement for FCS Ed)	3
	GEN 200	No longer required	
NFS 101		Now part of FCS Ed Option Technical Content	
FAM 250		No longer required	
FAM 251		Now part of FCS Ed Option Technical Content	
FAM 252		Now part of FCS Ed Option Technical Content	
FAM 253		Now part of FCS Ed Option Technical Content	
FAM 254		No longer required	
FAM 255		Now part of FCS Ed Option Technical Content	
FAM 360		Now part of Specialty Support electives	
FAM 383		Now part of Specialty Support electives	
FAM 473		Now part of Specialty Support electives	
FAM 563		Now part of Specialty Support electives	
Total hours: 36			Total hours: 39

Option Requirements for Agricultural Education Option

Current Requirements in AECL	Proposed Requirements for Ag Ed Option in CTE	Hours	Rationale
	AEC 302 (Agricultural Management Principles)	3	Previously required in Ag Ed Specialty Support
	AEN 252 (Farm Shop)	3	Previously required in Ag Ed Specialty Support
	ASC 101 (Domestic Animal Biology)	3	Previously covered in ASC 106 and required in Ag Ed Specialty Support
	ASC 102 (Applications of Animal Science)	3	Previously covered in ASC 106 and required in Ag Ed Specialty Support
	CLD 102 or other Social Science elective	3	CLD 102 recommended but not required. Either will meet USP Social Science req.
	ECO 201	3	Now required for Ag Ed and meets USP Social Science req.
	PLS 210 (The Life Processes of Plants) OR PLS 386 (Plant Production Systems)	3-4	Previously required in Ag Ed Specialty Support

	PLS 366 (Fundamentals of Soil Science)	4	Previously required in Ag Ed Specialty Support
EDP 203			Now part of proposed CTE core
AED 210			Renumbered course (110) now part of proposed CTE core
AED 580			Now part of proposed CTE core
AED 586			Now part of proposed CTE core
AED 501			Renumbered course (590) now part of proposed CTE core
	Total Hours in Ag Ed Option	25-26	

Specialty Support Requirements for Agricultural Education Option

Current Requirements in AECL	Proposed Requirements for Ag Ed Option in CTE	Hours	Rationale
AEC elective	AEC elective	3	Required for Teacher Certification
ASC elective	ASC elective	3	Required for Teacher Certification
2 PLS electives	2 PLS electives	6	Required for Teacher Certification
AEN elective	AEN elective	3	Required for Teacher Certification
5 additional courses in the College of Agriculture in consultation with your advisor	3 additional courses in the College of Agriculture in consultation with your advisor	9	Required for Teacher Certification
Total hrs: 30	Total hrs of Specialty Support:	24	

Option Requirements for Family and Consumer Science Education Option

Current Requirements in FCS Ed	Proposed Requirements for FCS Ed Option in CTE	Hours	Rationale
	FAM 251 (Personal and Family Finance)	3	Required for Teacher Certification
	FAM 252 (Introduction to Family Science)	3	Required for Teacher Certification
	FAM 253 (Human Sexuality: Development, Behavior and Attitudes)	3	Required for Teacher Certification
	FAM 255 (Child Development)	3	Required for Teacher Certification
FAM 256	FAM 256 (Guidance Strategies for Working with Children)	3	Required for Teacher Certification
	FCS 350 (Design Issues for FCS Educators)	3	Required for Teacher Certification
	HES 100	1	
	HES 400	2	
MAT 120	MAT 120 (Textiles for Consumers)	3	Required for Teacher Certification
	NFS 101 (Human Nutrition and Wellness)	3	Required for Teacher Certification
NSF 204	NSF 204 (Principles of Food Preparation)	3	Required for Teacher Certification
	NFS 241 (Food Service Sanitation)	1	Required for Teacher Certification
	PSY 100	4	Originally part of FCS Core
EDP 203			Now part of proposed CTE core
HEE 210			Renumbered course (110) now part of proposed CTE core
HEE 580			Now part of proposed CTE core
HEE 586			Now part of proposed CTE core
MAT 232			No longer required
ID 273			No longer required
HEE 501			Renumbered course (590) now part of proposed CTE core
Total hrs: 39	Total hours in FCS Ed Option:	35	

Specialty Support Requirements for Family and Consumer Science Education Option

Current Requirements in FCS Ed	Proposed Requirements for FCS Ed Option in CTE	Hours	Rationale
	5 Courses from the following:		
	CLD 501 (Principles of Cooperative Extension)	3	
	FAM 360 (Introduction to Family Intervention: Working with Families and Individuals)	3	Currently part of FCS core
	FAM 383 (Concepts of Personal and Family Management)	3	Currently part of FCS core
	FAM 473 (Family Life Education)	3	Currently part of FCS core
	FAM 544 (Cultural Diversity in American Children and Families)	3	
	FAM 553 (Parent-Child Relationships Across the Lifecycle)	3	
	FAM 554 (Working with Parents)	3	
	FAM 563 (Families, Legislation, and Public Policy)	3	Currently part of FCS core
	Total Hours in FCS Ed Spec. Support	15	

6. Minor Requirements (if applicable)

7. Rationale for Change(s): (If rationale involves accreditation requirements, please include specific references to those requirements)

While there was once a considerable amount of overlap in the professional development requirements of the three options currently offered under the Agricultural Communications, Education and Leadership degree in the Department of Community and Leadership Development, these are increasingly diverging. As the program has developed and students have graduated and gone on to professional schools or careers, it is clear that the core set of competencies (knowledge and skills) required for those pursuing the Agricultural Communications and the Public Service and Leadership options differ in critical ways from the competencies for those seeking Teaching Certification in Agricultural Education. For example, while the Agricultural Communications and the Public Service and Leadership options shared the commonality of being interdisciplinary social science programs, the Agricultural Education option was focused primarily on preparing students to achieve Teacher Certification so that they could teach in public school career and technical education programs. Thus, it became apparent that the academic and professional goals of the three options were no longer well served by a common major set of courses.

Once this was agreed to, it seemed logical that the two "vocational" Teacher Certification programs in the College of Agriculture (i.e., Agricultural Education, Family and Consumer Sciences Education) which currently share both cross-listed theory and methods courses and a common focus on teacher training should be combined into one program. Therefore, the decision was made to propose this combined

Career and Technical Education program with major requirements focusing on common theory and methods courses in teaching. With options in Agricultural Education and Family and Consumer Sciences Education, the proposed program allows students to prepare for Teacher Certification in either of these specialties as is currently the case. The combined Career and Technical Education program will mean that Family and Consumer Sciences Education will not longer be a part of the Family and Consumer Sciences degree program offered by the Department of Family Studies. This will allow the current non-teacher certification Family and Consumer Sciences program more freedom to revise its curriculum in a way that meets the unique needs of that group of students.

8. List below the typical semester by semester program for a major.

Agricultural Education Option

<p>Fall 1: 16 hours ENG 104 (4) AED 110 (3) ASC 101 (3) BIO 102 or 103 (3) Humanities Elective (3)</p>	<p>Spring 1: 15 hours GEN 100 (3) Humanities Elective (3) CHEM 101, 104, or 105 (3) ASC 102 (3) Social Science Elective (CLD 102 rec) (3)</p>
<p>Fall : 15-16 hours MA 109 (3) ASC-elective (3) ECO 201 (3) PLS 210 (3) OR PLS 386 (4) FAM 357 (3)</p>	<p>Spring 2: 15 hours MA 123 (3) 200-level writing requirement (3) EDP 203 (3) Cross-Cultural (3) AEN 252 (3)</p>
<p>Fall 3: 17 hours AED 362 (3) PLS 366 (4) AEC 302 (4) Ag elective (3) AED 435 (3)</p>	<p>Spring 3: 15 hours AED 580 (3) AED 371 (3) AEN elective (3) PLS elective (3) Elective (3)</p>
<p>Fall 4: 14-15 hours AED 586 (3) AEC elective (3) Ag elective (3) Ag elective (3) Elective (2-3)</p>	<p>Spring 4: 12 hours AED 590 (12)</p>

Will this program be printed in the bulletin?

Not the sample 8 semester plan

Family and Consumer Sciences Education Option

<p>Fall 1: 17 hours ENG 104 (4) MA 109 or Calculus (3) MAT 120 (3) NFS 101 (3) COM 181 or COM 252 (3) HES 101 (1)</p>	<p>Spring 1: 16 hours 1st USP elective (3) FCS 110 (3) PSY 100 (4) BIO 102 or BIO 103 (3) 1st USP humanities (3)</p>
<p>Fall 2: 16 hours STA 200 (3) CHE 101, 104, or 105 (3) FAM 252 (3) USP cross-cultural (3) NFS 241 (1) PHI 120 (3)</p>	<p>Spring 2: 15 hours 200 level writing requirement (3) NFS 204 (3) FAM 251 (3) FAM 253 (3) FAM 255 (3)</p>
<p>Fall 3: 15 hours FAM 256 (3) EDP 203 (3) FCS 350 (3) FCS 362 (3) FCS 435 (3)</p>	<p>Spring 3: 15 hours FCS 371 (3) FCS 580 (3) Specialty support (3) Specialty support (3) 2nd USP Humanities (3)</p>
<p>Fall 4: 14 hours HES 400 (2) Specialty support (3) FAM 357 (3) FCS 586 (3) Free elective (3)</p>	<p>Spring 4: 12 hours FCS 590 (12)</p>

Will this program be printed in the bulletin?

Not the sample 8 semester plan

Applications for Changes in Existing Courses

University of Kentucky
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

Global change of HEE prefix to FCS prefix

1. Submitted by Agriculture Date 10/15/04
College of _____
Department/Division offering Family Studies
course _____
2. Changes proposed:
- (a) Present prefix & number All HEE Prefixes (see attached list) Proposed prefix & number FCS
- (b) Present Title _____
New Title _____
- (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

- (d) Present credits: _____ Proposed credits: _____
- (e) Current lecture: _____ Proposed: _____
laboratory ratio _____
- (f) Effective Date of Change: (Semester & Year) _____
3. To be Cross-listed as: _____
Prefix and Number _____ Signature: Department Chair _____
4. Proposed change in Bulletin description:
- (a) _____

- (b) New description:
Same
- (c) Prerequisite(s) for course as changed: _____
5. What has prompted this proposal?
The discipline of Home Economics Education (HEE) changed nationwide to Family and Consumer Sciences Education in 1995. The university should be in line with the high school, middle school and other universities in the state.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
N/A

7. What other departments could be affected by the proposed change?
-
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*
10. Is this course currently included in the University Studies Program? (All are) Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. None of these courses are taught by the Community College system.
12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
13. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
14. Within the Department, who should be consulted for further information on the proposed course change?

Name _____ Phone _____
 : _____ Extension: _____

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

Courses for Prefix Changes (from HEE to FCS):

HEE 210	Intro to CTE
HEE 362	Practicum in Vocational Education, Ag Communications and Leadership
HEE 435	Designing Curriculum and Instruction in Agriculture
HEE 501	Practicum in Career and Technical Education
HEE 535	Principles and Philosophy of Career and Technical Education
HEE 580	Methods of Teaching Career and Technical Education
HEE 586	Methods of Teaching Career and Technical Education
HEE 590	Problems in Career and Technical Education
HEE 670	Advanced Methods in Teaching Career and Technical Education
HEE 671	Youth Organizations in Career and Technical Education
HEE 679	Adult Education in Career and Technical Education
HEE 684	Current Trends in Career and Technical Education
HEE 686	Evaluation and Assessment in Career and Technical Education
HEE 693	Supervision in Career and Technical Education
HEE 694	The Administration of Career and Technical Education
HEE 695	Special Problems in Career and Technical Education
HEE 748	Master's Thesis Research
HEE 768	Residence Credit for the Master's Degree
HEE 779	Seminar in Career and Technical Education
HEE 789	Independent Work in Career and Technical Education
HEE 799	Research in Career and Technical Education

University of Kentucky
Application for Change in Existing Course: Major and Minor

Change of AED 210 to AED 110/FCS 110

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Changes proposed:**

a. **Present prefix & number** AED 210 **Proposed prefix & number** AED 110

b. **Present title** Introduction to Career and Technical Education

Proposed title same

c. **If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)**

d. **Present credits:** 3 **Proposed credits:** 3

e. **Current lecture/laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 110

SIGNATURE ON FILE
Signature, Chair, cross-listing department

4. **Proposed change in Bulletin description:**

a. **Present description (including prerequisite(s)):** same

b. **New description**

c. **Prerequisite(s) for course as changed:**

5. **What has prompted this proposal?**

There are 6 reasons for the proposed change:

(1) The formation of the Department for Community and Leadership Development;

(2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;

(3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,

(4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;

(5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and

(6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. Yes, see accompanying new degree program materials

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.
Does not apply

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287

CURRENT SYLLABUS – REFLECTS AED/FCS 110

AED/FCS 210

Introduction to Career and Technical Education Agricultural Education and Family and Consumer Sciences Education Spring 2005

Instructor: Ginny Ellington, FCS Teacher Educator
Instructor, Family and Consumer
Sciences Education
come to

Office Hours: Tuesdays and Thursdays and by appointment
(I will be supervising student teachers
Monday, Wednesday and Friday, however will be glad to
the office when necessary.

Office: 116 Erikson Hall
Phone: 859 257-1210

Fax: 859 323-1913
E-Mail: Ginny.Ellington@uky.edu

Time and Location: Tuesday/Thursday 9:30 – 10:45; 203 Erikson Hall

Course Description: This course will provide future career and technical education professionals a comprehensive overview of the history and components of CTE programs, specifically Agriculture Education and Family and Consumer Sciences Education. Topics will include, but not be limited to, integration of classroom instruction, experimental education, student leadership organizations, Career Majors, Skill Standards, High Schools That Work and other CTE initiatives. Program management strategies benefiting CTE programs will also be addressed.

RELATIONSHIP TO THE COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK, THE KENTUCKY EDUCATION REFORM ACT (KERA), AND THE KENTUCKY INITIAL TEACHER STANDARDS

AED/FCS 210 is a course in which students are actively involved in the class. Students are required to share and analyze their experiences throughout the semester. Students are encouraged to participate in as many KERA related areas as possible. Students are encouraged to learn about cooperative education, integration of academic and career and technical education, work with Tech Prep, School-to-Work, High Schools That Work (SREB) and work on their teaching portfolio. The course covers the importance of development of a reflective decision-making model and emphasizes recent changes in education and teacher education. The portfolio will be developed around the initial teacher standards, which will be taught as a part of the class.

Course Objectives:

At the end of the course students will be able to:

1. Describe the historical development of Career and Technical Education.
2. Describe characteristics and features of the land grant university.
3. Identify significant characteristics of the program areas within CTE.
4. Identify the professional organizations in Career and Technical Education.
5. Examine the components of a complete secondary agriculture program and family and consumer sciences program.
6. Examine the essentials of a successful FFA / FCCLA chapter.

7. Identify methods of successfully marketing Career and Technical Education.
8. Analyze KERA and “No Child Left Behind” and their impact for professionals in CTE.
9. Identify the various initiatives in CTE that have been developed because of “change” in the KY educational system.

Attendance Policy: Each student is expected to participate in class activities and discussion, therefore, regular attendance is expected. If you must miss a class for any reason, contact the instructor either by phone or by e-mail prior to the absence. You will be responsible for obtaining handouts and/or materials that were distributed during the class during your absence. Missed assignments due to an absence for class may only be submitted with the approval of the instructor. If approved, missed assignments must be completed within one week of returning to class. Frequent absences could affect final grade. **The role will be checked every class period.**

Academic Honesty Statement: Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with the course instructor.

Accessibility Statement: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the UK Disability Resource Center (257-2754) or your course instructor immediately. Responsible efforts will be made to accommodate your special needs.

Assignments: The assignments used in this course are designed to allow you to apply theories and concepts introduced in class. You will gain experience to help you define your career goals and prepare you to meet those goals. The quality of work you submit is an indicator of your personal ability, character, and pride; therefore creativity, innovativeness and evidence of examining the subject matter with professionalism are very important.

- **Examinations** – There will be a midterm examination and final examination. There will also be quizzes between midterm and final exams. Material discussed in class (by both instructor and guest speakers) and contained in assigned readings will compose the content of the exams. Questions will be developed in a variety of formats including, but not limited to: multiple choice, true/false; matching and short answer/open ended.
- **Semester Project** – Each student will select a city or county school system as the focus of a term paper. A visit(s) should be made to the county where the school is located and interviews conducted with administrators, career and technical education teachers, and others. You may also interview persons outside the school (ex. Local newspaper, extension agent, parents, students, etc.) The information obtained through the interviews will be used to prepare your paper. While it is fine to quote others or to supply information you have collected, it is important that you analyze the information and give your ideas. You should be able to tell in your paper by your observations and interviews if the school system is a school striving to improve, give students the education they should have, goal driven, improving on assessments over the past several years, etc. You will also give an opinion if these things do not describe the school you chose, what things can and should be done for school improvement.
- **CDE/STAR Events Visual Presentations** – Each student will be randomly assigned a CDE or STAR Event to research and present. The presentations and visuals may be done in any manner the student chooses: Power Point, brochure, poster, etc. Each presentation will describe the event in class.
- **JIT Lesson** – Your first chance to present a lesson! Using the U.S. Army’s Job Intensive Training (JIT) formula, you will teach one person one skill....in front of the class. The lesson will be based on demonstrated skill and will last no longer than 5 minutes. No lesson plan is required. Each student will score each student as presentations are made.

- **Portfolio** – You will begin developing your portfolio for certification to teach. This portfolio is beneficial to you while at UK and throughout your career.
- **Resume** – A resume is an important tool to reflect your abilities and teaching experiences. This will also be beneficial to getting accepted into TEP, attaining your first job, and will be revised and utilized throughout your career.
- **Observations** – Each student will observe an agriculture education/family and consumer sciences education classroom for a total of 10 hours. Student will analyze their experiences through writing a one page reflection page (these same hours can be counted or used in the semester project-some of the classes, student organization activities, etc. you observe for that project can be part of these 10 hours.)
- **Teacher Education Program (TEP)** – You will complete your application for the TEP program as part of this course. The following documents will be submitted: TEP application, university transcript(s), best piece of work , and three letters of recommendation. These will become a part of your portfolio.

AED/FCS 210 Calendar*

*Schedule of topics and assignments subject to change

Session	Date	Topic
1	1/13	Orientation – Review Course Objectives, Assignments and Expectations
2	1/18	Basic Philosophy, Mission and Goals of CTE
3	1/20	Legislation and Policies Related to Career and Technical Education
4	1/25	Legislation: Kentucky Education Reform Act (KERA)“No Child Left Behind”
5	1/27	Structures and Components of Family and Consumer Sciences Education
6	2/1	Structures and Components of Agriculture Education
7	2/3	NO CLASS
8	2/8	Developing Personal Philosophy of Education and Goal Statements Developing Your Portfolio
9	2/10	Career and Technical Education Initiatives
10	2/15	Your First Teaching Experience: JIT’s
11	2/17	Your First Teaching Experience: JIT’s
12	2/22	Your First Teaching Experience: JIT’s
13	2/24	Career and Technical Student Organizations
14	3/1	MID TERM EXAM
15	3/3	NO CLASS
16	3/8	Career Majors
17	3/22	Teacher Education Program (TEP)
18	3/15	NO CLASS – SPRING BREAK
19	3/17	NO CLASS – SPRING BREAK
20	3/22	Integration of Academics-Observations Reflection Paper /Observation Checklist Due
21	3/24	NO CLASS – FCCLA State STAR Events
22	3/29	Organizing a Program Advisory Committee/Building a Resume
23	3/31	CDE/STAR Events Presentations

24	4/5	CDE/STAR Events Presentations
25	4/7	CDE/STAR Events Presentations
26	4/12	Skill Standards
27	4/14	NO CLASS – UK FFA Field Day
28	4/19	Planning a Chapter Program of Work/Program of Activities
29	4/21	Improving Image: Public Relations
30	4/26	Career and Technical Education Special Needs Students
31	4/28	Professional Organizations- Semester Project Due
32	5/	FINAL EXAM

Grading: The course grade will be based on total points earned for the following:

DATE DUE	ASSIGNMENT
	In-Class Quizzes
2/3	Preliminary Draft of semester Project
2/15 or 2/17 or 2/22	JIP Lesson
3/1	Philosophy and Goal Statements due
3/1	Midterm Exam
3/29	Observation Checklist Due/Reflection Due
4/7	Portfolio Due Including Resume
3/31 or 4/5 or 4/7	CDE/STAR Events Presentations
4/19	Observation Checklist Due/Reflection Due (last ones)
4/29	Semester Projects/Term Papers Due
5/	Final Exam

Each assignment will be based on 100%.

One-fourth of the grade will be based on exams (combined); one-half on the semester project; and the total of all other assignments will be the other one-fourth of the grade. The midterm exam will cover what we have covered up until that time, and the final will test topics that are covered after the midterm exam. **ALL STUDENTS WILL BE REQUIRED TO EITHER ASSIST WITH THE FCCLA STATE STAR EVENTS ON MARCH 24 OR WITH FFA FIELD DAY ON APRIL 14. CLASS WILL NOT MEET THOSE DAYS IN ORDER TO PARTICIPATE IN THOSE TWO ACTIVITIES.** Extra points will be given to those who participate in both.

Scale:

RANGE	GRADE
100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
LESS THAN 60%	E

University of Kentucky
Application for Change in Existing Course: Major and Minor

Change in Prefix, Title, Cross-list, Description and Prerequisites – ACE 362 to AED/FCS 362

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Changes proposed:**

a. **Present prefix & number** ACE 362 **Proposed prefix & number** AED 362

b. **Present title** Practicum in Career and Technical Education, Agricultural Communications and Leadership

Proposed title Field Experiences in Career and Technical Education

c. **If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)** Field Experiences in CTE

d. **Present credits:** 3 **Proposed credits:** 3

e. **Current lecture:laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 362 SIGNATURE ON FILE
Signature, Chair, cross-listing department

4. **Proposed change in Bulletin description:**

a. **Present description (including prerequisite(s)):**

Supervised experiences in schools, businesses and agencies. Required of all Agricultural Education, Communications, Leadership and Home Economics Education majors. Includes observation, participation, experience, field trips, inspection of programs, and professional organizations. May be repeated to a maximum of nine credits. Prerequisite: Junior standing, majors only.

b. **New description**

Supervised experiences in schools and other agencies. Required of all Career and Technical Education majors. Includes observation, participation, experience, field trips, inspection of programs, and professional organizations. Prerequisite: majors only.

c. **Prerequisite(s) for course as changed: Majors only.**

5. **What has prompted this proposal?**

There are 6 reasons for the proposed change:

(1) The formation of the Department for Community and Leadership Development;

(2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;

(3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,

(4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;

(5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and

(6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. Yes, see accompanying new degree program materials

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Does not apply

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287

University of Kentucky
Application for Change in Existing Course: Major and Minor

Change in title, cross-list: AED 435 to AED 435/FCS 435

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Changes proposed:**

a. **Present prefix & number** AED 435 **Proposed prefix & number** AED 435

b. **Present title** Designing Curriculum in Agriculture

Proposed title Designing Curriculum and Assessment in Career and Technical Education

c. **If course title is changed and exceed 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)** Design Curriculum in CTE

d. **Present credits:** 3 **Proposed credits:** 3

e. **Current lecture:laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 435

____SIGNATURE ON FILE_____
Signature, Chair, cross-listing department

4. **Proposed change in Bulletin description:**

a. **Present description (including prerequisite(s)):** Instructional methodology course focused on analyzing the principles of learning and teaching and designing curriculum and instruction for teaching subjects in formal and informal settings.

b. **New description**

No change

c. **Prerequisite(s) for course as changed:**

5. **What has prompted this proposal?**

There are 6 reasons for the proposed change:

(1) The formation of the Department for Community and Leadership Development;

(2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;

(3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,

(4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;

(5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and

(6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. No

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.
No

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287

University of Kentucky
Application for Change in Existing Course: Major and Minor

Addition of Cross-list, new description, prerequisite for AED 580

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Changes proposed:**

a. **Present prefix & number** AED 580 **Proposed prefix & number** same

b. **Present title** Methods of Teaching Career and Technical Education I

Proposed title Foundations of Teaching Career and Technical Education

c. **If course title is changed and exceed 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)** Foundations Teaching CTE

d. **Present credits:** 3 **Proposed credits:** 3

e. **Current lecture:laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 580

SIGNATURE ON FILE
Signature, Chair, cross-listing department

4. **Proposed change in Bulletin description:**

a. **Present description (including prerequisite(s)):**

Development of teacher competency in methods of teaching with emphasis on the problem-solving procedure and use of demonstrations, field trips, and audio-visual materials needed in a Career and Technical Education program.

b. **New description**

Course focuses on the foundation of teacher development including: effective teacher characteristics, principles of teaching and learning, and preparation of lesson plans. Prerequisite: Admission into the Teacher Education Program and AED/FCS 435.

c. **Prerequisite(s) for course as changed:** Admission into the Teacher Education Program and AED/FCS 435.

5. **What has prompted this proposal?**

There are 6 reasons for the proposed change:

(1) The formation of the Department for Community and Leadership Development;

(2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;

(3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,

(4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;

(5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and

(6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. Yes, see accompanying new degree program materials

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. See attachment

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287

Academic Honesty Statement: Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Course Materials/Resources:

- Digital DVD-R discs (6)
- Whale Done! The Power of Positive Relationships (Blanchard)
- Field Guide for Student Teaching

Assignments: The assignments used in this course are designed to allow you to apply the theories and concepts introduced in the class. The quality of work you submit is an indicator of your personal ability, character, and pride; therefore creativity, innovativeness, evidence of examining the subject matter and professionalism are very important!

My Favorite Teacher Paper – Describe in 2 pages characteristics of your favorite teacher. What made him/her a great teacher? How did he/she help you learn? Incorporate the knowledge gained from this course (PTL and Teaching Characteristics).

Personality Profile & Learning Style Paper-Summarize your information and describe how you will reach your students based on their different learning styles.

Classroom Rules – Identify rules you will incorporate in your classroom while student teaching.

E-Moment Paper – Using the curriculum introduced in class, write a paper reflecting on how as a CTE teacher you will utilize e-moments; identifying several you might use.

Program Visitation – You will observe your cooperating teacher at your student teaching site for 5 hours. This will help you prepare for your student teaching experience while also reinforcing topics learned in this course.

Lesson Plan – Develop a lesson plan for a unit you will be responsible for teaching.

Lesson Presentations – One of the primary purposes of this assignment is to provide you the experiences in applying the principles of developing and delivering instructional lessons. Your lab partners will role-play as high school CTE students.

Lesson Plan - A detailed lesson plan will be required for each lesson taught.

Peer Assessment – When you're not teaching a lesson, you will role-play as a student in the class. One of the most important contributions in the development of new teachers is feedback. You are expected to evaluate the teacher in a constructive manner.

Self-Critique – Reflection and assessment is an important part of developing as a teacher. Each of your lesson presentations will be recorded. You are to describe what you consider to be strengths of the lesson, problems encountered, and ways to improve your teaching. Your self-critique is due the next class period after your lab.

Unit Plan Outline – You will plan one unit for a course you will use in student teaching.

Examination - Material discussed in class will compose the content of the examination. Questions will be developed in a variety of formats including, but not limited to: multiple choice; true/false; matching; and short answer.

Grading: The course grade will be based on total points earned for the following:**

Date Due	Assignment	Points Possible	Points Earned
	Engagement/In-class Quizzes/Homework	100	
8/29	My Favorite Teacher Paper	50	
9/2	Personality Profile & Learning Style Paper	50	
9/7	E-Moment Paper	50	
9/14	Lesson Plan	50	
9/19	Interest Approach (Creating Interest) ●Lesson Plan (50 points) ●Presentation (50 points)	100	
9/16	Classroom Rules	10	
9/26	Dangerous Minds Review	25	
9/28	Discussion/Questioning Method ●Lesson Plan (50 points) ●Presentation (50 points)	100	
10/3	Demonstration Method ●Lesson Plan (50 points) ●Presentation (50 points)	100	
10/5	Student Teaching Program Visitation (5 hrs)	50	
10/10	Unit Plan Outline	50	
	Peer Assessment (3 @ 10 points each)	30	
	Self-reflection (3 @ 20 points each)	60	
10/14	Final Exam	150	
	TOTAL COURSE POINTS	1000	

Undergraduate Scale:

Range	Grade
100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Less than 60%	E

**** Students receiving graduate credit for this course must also complete two additional assignments. A paper on classroom discipline and an additional lesson plan from students choosing will be turned in by October 14th.**

Graduate Scale:

Range	Grade
100 – 90%	A
89 – 80%	B
79 – 70%	C
Less than 70%	E

AED/HEE 580 Teaching Calendar*:

	Date	Topic	Assignment
1	8/24	Orientation; Course Overview Philosophy of Education	
2	8/26	The Role of the Teacher Effective Teaching Characteristics	
3	8/29	Brain Development and Learning Personality Profiles (Myers Briggs)	“My Favorite Teacher” Paper
4	8/31	Learning Styles Multiple Intelligences Using E-Moments	
5	9/2	Principles of Teaching and Learning	Personality Profile & Learning Style Paper
	9/5	<i>NO CLASS: Labor Day Holiday</i>	
6	9/7	Teacher as the Classroom Manager	E-Moment Paper
7	9/9	Developing Lesson Plans & Unit of Study Writing Objectives	
8	9/12	Tools of the Trade: Teaching Methods Parts of the Teaching & Learning Process	
9	9/14	Creating Interest and Motivating Students Reward/Reinforcement	Lesson Plan Assignment
10	9/16	Video: <i>Dangerous Minds</i>	Classroom Rules
11	9/19	LAB: Interest Approach	Interest Approach ML & LP
12	9/21	Teaching with Demonstrations	
13	9/23	Using Questions to Enrich Lessons Teaching using the Discussion Method	
	9/26	<i>NO CLASS: Work Day-Develop Discussion & Demonstration ML & LP</i>	Dangerous Minds Review (email to Dr. Peiter by 5:00 pm)
14	9/28	LAB: Demonstration Method	Demonstration Method ML & LP
	9/30	In Class Work Day	
15	10/3	LAB: Discussion Method	Discussion ML & LP
16	10/5	Student Teacher Panel	
	10/7	<i>NO CLASS: Fall Break</i>	
	10/10	<i>NO CLASS: Cooperating Teacher Observation</i>	Unit Plan Outline
17	10/12	Review and Course Evaluation	
18	10/14	Final Examination	FINAL EXAM

*** Note:** The *schedule of topics and assignments is subject to change.*

University of Kentucky
Application for Change in Existing Course: Major and Minor

Cross-list, new description, prereq change for AED 586

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Changes proposed:**

a. **Present prefix & number** AED 586 **Proposed prefix & number** same

b. **Present title** Methods of Teaching Career and Technical Education II

Proposed title Methods of Teaching Career and Technical Education

c. **If course title is changed and exceed 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)** Methods of Teaching CTE

d. **Present credits:** 3 **Proposed credits:** 3

e. **Current lecture:laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 586

SIGNATURE ON FILE
Signature, Chair, cross-listing department

4. **Proposed change in Bulletin description:**

a. **Present description (including prerequisite(s)):**

A study of teaching methods, curriculum development, basic skills integration, utilization of resources, working with special needs students, and professional responsibilities of the Career and Technical Education teacher. Prerequisite: Consent of instructor

b. **New description**

Development of teaching competencies with emphasis on: discussion, demonstration, problem-solving, cooperative learning, service learning methods. Prerequisite: Admission into the Teacher Education Program and AED/FCS 580.

c. **Prerequisite(s) for course as changed:** Admission into the Teacher Education Program and AED/FCS 580.

5. **What has prompted this proposal?**

There are 6 reasons for the proposed change:

(1) The formation of the Department for Community and Leadership Development;

(2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;

(3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,

(4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;

(5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and

(6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. Yes, see accompanying new degree program materials

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. See attachment

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287



AED/HEE 586
Methods of Teaching Career and Technical Education
Agricultural Education and Family and Consumer Sciences Education
Fall 2005

Instructor: Robin Peiter Horstmeier, Ph.D.
Assistant Professor of Agricultural Education
Department of Community and Leadership Development

Office: 306 Garrigus Building **Fax:** 859/257-1164
Phone: 859/257-7287/office • 338-8075/cell
Email: rpeiter@uky.edu

Co-Instructor: Ginny Ellington
Lecturer of Family Consumer Sciences Education
Department of Family Studies

Office: 116 Erikson Hall
Phone: 859/257-1210/office 859/227-4263/cell
Email: Ginny.Ellington@uky.edu

Time and Location: Monday, Wednesday, Friday; 9:00–10:50 AM; Ag N-320

Course Description: Development of teacher competency in methods of teaching with emphasis on problem solving, cooperative learning, and motivational games. Technology, integration of academics assessments and Kentucky state standards for Career and Technical Education will be examined.

Course Objectives:

At the end of this course, you will be able to:

1. Utilize a variety of teaching methods and techniques related to student centered instruction.
2. Practice climate building techniques in a laboratory setting.
3. Integrate academic instruction into CTE lessons.
4. Discuss the goals and organization of the assessment systems and implications for CTE programs.
5. Develop assessment activities and devices including an objective test and open-response question.
6. Develop a standards-based unit of study to be implemented in a CTE course.
7. Design materials to communicate program goals to students, parents, colleagues, business/industry leaders and citizens through creating a digital portfolio.

Attendance Policy: Attendance in class is essential! Please be on time and come prepared. Class begins promptly at 9:00 AM. If you must miss a class for any reason please contact the instructor by either phone or e-mail prior to the absence. Missed assignments due to an absence for class may only be submitted with approval of the instructor. *Each class period missed without prior excuse will result in **losing 25 points** of the total points earned. Tardiness will result in **10 points** of the total points earned for each class period in which you are late.*

Accessibility Statement: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the UK Disability Resource Center (257-2754) or your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Academic Honesty Statement: Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Course Materials/Resources:

- Digital DVD-R discs (6)

Assignments: The assignments used in this course are designed to allow you to apply the theories and concepts introduced in the class. The quality of work you submit is an indicator of your personal ability, character, and pride; therefore creativity, innovativeness, evidence of examining the subject matter and professionalism are very important!

Micro-lesson Presentations – this will provide you the experiences in applying the principles of designing and delivering lessons. Your lab partners will role play as high school CTE students.

Lesson Plan – A detailed KTIP lesson plan will be required for each micro-lesson taught.

Peer Assessment – One of the most important contributions of development of new teachers is constructive feedback, which you will provide to your peers.

Self-Reflection-Each of your lessons will be recorded. Review the lesson and provide a one page reflection due the next class period.

Field Trip Paper – identify resources and procedures to conduct a meaningful educational field trip.

Digital Portfolio – Using technical skills gained in class, you will create a job interview tool with documents representing you to prospective employers.

Objective Test – Creating fair and objective tests are vital for student success. You will create an assessment tool to evaluate student learning using a variety of questions.

Service Learning Idea Share – you will develop an idea for service learning to incorporate during your student teaching. A paper outlining major tasks/opportunity/benefits will be described in addition to an in-class presentation.

Assessment Powerpoint – You will develop an open response item for a class you will teach during student teaching and share it with the class.

Grading: The course grade will be based on total points earned for the following:**

Date Due	Assignment	Points Possible	Points Earned
	Engagement/In-class Quizzes/Homework	100	
	Field Trip Paper	25	
	Digital Portfolio	60	
	Problem Solving ●Lesson Plan (50 points) ●Presentation (50 points)	100	
	Cooperative Learning Method ●Lesson Plan (50 points) ●Presentation (50 points)	100	
	Motivational Games Method ●Lesson Plan (50 points) ●Presentation (50 points)	100	
	Peer Assessment (3 @ 10 points each)	30	
	Self-reflection (3 @ 20 points each)	60	
	Assessment Power Point Presentation	50	
	Service Learning Idea Share	50	
	Final Exam	150	
	TOTAL COURSE POINTS	1000	

Undergraduate Scale:

Range	Grade
100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Less than 60%	E

**** Students receiving graduate credit for this course must also complete two additional assignments. A paper on KERA/NO CHILD LEFT BEHIND and a case study method paper will be also required. The grading scale for graduate students in this course is:**

Graduate Scale:

Range	Grade
100 – 90%	A
89 – 80%	B
79 – 70%	C
Less than 70%	E

AED/HEE 586 Teaching Calendar:

Session	Date	Topic	Assignment
1	10/17	Review Course Materials Unit Planning Field Trips Visuals in Instruction	
2	10/19	Digital Portfolios	
3	10/21	No Class: UK Professional Development Seminar, 8:a.m. – 12:N, Grand Ballroom, Student Center	
4	10/24	Case Studies Problem Solving	Field Trip Papers
5	10/26	Teacher Certification, Professional Development, Ethics	
	10/28	Review of KERA/NO CHILD LEFT BEHIND laws	
6	10/31	Cooperative Learning	
7	11/2	Micro-lesson: Problem Solving	LAB: Problem Solving
8	11/04	Out of Class Workday, Case Studies, Digital Portfolio	
9	11/07	CATS Testing/Open Response Prompts and Assessments/Objective Tests	
10	11/09	Motivational Games	
11	11/11	Micro Lesson: Cooperative Learning	LAB: Cooperative Learning
12	11/14	Service Learning	
13	11/16	Micro-Lesson: Motivational Games	LAB: Motivational Games
14	11/18	Catch Up Day	
15	11/21	Academic Integration	Digital Portfolio
	11/23	Out of Class Work Day, PP Presentations/Service Learning Ideas	
16	11/25	NO CLASS: Thanksgiving Holiday	
17	11/28	Assessment Power Point Presentations	PPT Presentations
18	11/30	Service Learning Idea Share	Service Learning Idea Share
19	12/2	Student Teacher Panel Service Learning Sharing	
20	12/5	Classroom Management/School Policies	
21	12/7	Out of Class Workday, Unit Plans	
22	12/9	Teacher Evaluations and Wrap Up	Unit Plans

***Dates of topics subject to change**

University of Kentucky
Application for Change in Existing Course: Major and Minor

Change AED 501 to AED 590, cross list with FCS 590, new description and prerequisites

1. **Submitted by College of** Agriculture **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. Changes proposed:

a. **Present prefix & number** AED 501 **Proposed prefix & number** AED 590

b. **Present title** Practicum in Career and Technical Education

Proposed title Teaching Experience in Career and Technical Education

c. **If course title is changed and exceed 24 characters (including spaces), include a sensible title (not to exceed 24 characters for use on transcripts)** Student Teaching CTE

d. **Present credits:** 1-12 **Proposed credits:** 12

e. **Current lecture:laboratory ratio:** Does not apply **Proposed:** Does not apply

f. **Effective date of change: (semester & year)** Fall, 2005

3. **To be cross-listed as:** FCS 590 _____
SIGNATURE ON FILE
Signature, Chair, cross-listing department

4. Proposed change in Bulletin description:

a. Present description (including prerequisite(s)):

Planned and supervised practicum in teaching, extension, governmental agencies, etc. Requires the integration of observation skills, development and use of objectives, using instructional strategies, developing effective interpersonal skills, using appropriate communication skills, developing a portfolio, selecting instructional materials, and evaluating instruction. Regularly scheduled seminars included as an integral part of course. May be repeated to a maximum of 12 credits

b. New description

Supervised experience in teaching Career and Technical Education. Requires observation, lesson plan development, and incorporation of effective teaching methods and strategies. Regularly scheduled seminars included as an integral part of course. Prerequisite: Admission into the Teacher Education Program and successful completion of AED/FCS 580 and AED/FCS 586

c. **Prerequisite(s) for course as changed:** Prerequisite: Admission into the Teacher Education Program and successful completion of AED/FCS 580 and AED/FCS 586

5. What has prompted this proposal?

There are 6 reasons for the proposed change:

- (1) The formation of the Department for Community and Leadership Development;
- (2) The incorporation of the original undergraduate degree in Agricultural Education, Communications and Leadership (ACE) into the new Department;
- (3) The merger of the College of Human and Environmental Sciences into the College of Agriculture as the School of Human and Environmental Sciences,
- (4) The revision of the original undergraduate degree in Agricultural Education, Communications and Leadership into two degrees – Career and Technical Education AND Community Communications and Leadership Development;
- (5) The revision of the degree in Family and Consumer Sciences into two degrees: one that remains Family and Consumer Sciences but without a Teacher Certification option, and
- (6) The establishment of a proposed Career and Technical Education degree with two options for teacher certification – Agricultural Education AND Family and Consumer Sciences Education

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Does not apply

7. What other departments could be affected by the proposed change? Department of Family Studies which has participated in the redesign of the Career and Technical Education degree with the two options of teacher certification in Family and Consumer Sciences Education and Agricultural Education

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes

9. Will changing this course change the degree requirements in one or more programs? If yes, please attach an explanation of the change. Yes, see accompanying new degree program materials

10. Is this course currently included in the University Studies Program? If yes, please attach correspondence indicating concurrence of the University Studies Committee. No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Does not apply

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. See attachment

13. Is this a minor change? Yes

14. Within the Department, who should be consulted for further information on the proposed course change?

Dr. Robin Peiter, 257-7287

APPLICATIONS FOR NEW COURSES

Application for New Course – AED 371

1. **Submitted by College of Agriculture** **Date** December 17, 2004

Department/Division offering course Community and Leadership Development

2. **Proposed designation and Bulletin description of this course**

a. **Prefix and Number AED 371**

b. **Title** Advising a Career and Technical Student Organization

Transcript Title CTE Student Organizations

c. **Lecture/Discussion hours per week** 3

d. **Laboratory hours per week** None

e. **Studio hours per week** None

f. **Credits** 3

g. **Course description**

This course is designed to assist students in developing skills and competencies needed to plan, implement, advise, and evaluate a Career and Technical Student Organization as part of the total CTE program.

h. **Prerequisites (if any)** i. **May be repeated to a maximum of** Not applicable

4. **To be cross listed as** FCS 371

Signature, Chair, cross-listing department

5. **Effective date** Spring 2006

6. **Course to be offered** Spring

7. **Will the course be offered each year?** No
(Explain if not annually)

Course will meet student needs. However, it will be taught every other year on a rotating basis based on faculty availability.

8. **Why is this course needed?**

Students must understand the Career and Technical Student organization (CTSO) component of an overall Career and Technical Education program. Offering this course will prepare future teachers in CTE areas the important role CTSO's play as an intracurricular part of the overall Career and Technical Educational program in schools.

9a. **By whom will the course be taught?** Ginny Ellington and Dexter Knight

b. **Are facilities for teaching the course now available?** Yes

10. **What enrollment may be reasonably anticipated?** 25

11. **Will this course serve students in the Department primarily?** Yes

Will it be of service to a significant number of students outside the Department? Yes

Could be useful to other College of Agriculture majors in understanding youth organizations and how they operate in communities (e.g., extension agents).

Will the course serve as a University Studies Program course? No

12. **Check the category most applicable to this course:**

- Traditional; offered in corresponding departments elsewhere**
- Relatively new, now being widely established**
- Not yet to be found in many (or any) other universities**

13. **Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?** No

14. **Is this course part of a proposed new program?** No

15. **Will adding this course change the degree requirements in one or more programs? If yes, explain the change(s) below.** No

16. **Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.**

17. **If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.** Does not apply

18. **If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.** Does not apply

19. **Within the Department, who should be contacted for further information about the proposed course?**

Dexter Knight 257-7578

Class Syllabus

AED/FCS 371 Advising a Career and Technical Student Organization

Instructor: C. Dexter Knight
Lecturer
Department of Community and Leadership Development
305 Garrigus Building
Ph: 257-7578
Email: dexter.knight@uky.edu

Course Description:

This course is designed to assist students in developing skills and competencies needed to plan, implement, advise, and evaluate a Career and Technical Student Organization as part of the total CTE program.

Course objectives:

Through assignments, projects, examinations, and class discussion students will be able to demonstrate the following:

- Develop personal and group goals
- Compare the types of leadership styles
- Assess the importance of qualified advisors to the success of CTSO's
- Appraise characteristics of successful advisors
- Knowledge of appropriate business/professional etiquette and dress
- Demonstrate shared decision making skills
- Develop techniques to resolve conflicts that occur in school, home, community, and workplace (interpersonal team skills)
- Demonstrate the use of Parliamentary procedure skills/conducting an effective meeting
- Identify time management techniques
- Analyze organizational structures and their components (including bylaws, officers, committees, etc.)
- Demonstrate awareness of cultural diversity and equity issues
- Analyze leadership opportunities available in the school and community

Topics to be covered:

- ✓ Identifying the benefits of membership in a CTSO
- ✓ Planning, implementation, and evaluating a program of work/activities
- ✓ Financial management/budgets for CTSO's
- ✓ Developing Leadership skills in students/motivating students
- ✓ Planning/conducting chapter meetings and other related activities
- ✓ Assisting students in competitive events
- ✓ Parliamentary Procedure
- ✓ Planning and conducting Community Service Projects
- ✓ Planning, managing and evaluating a CTSO
- ✓ Public Relations with CTSO's
- ✓ Conducting banquets, officer installations, and other official functions
- ✓ Determine the relationship of the CTSO to the instructional program and the school

Relationship to College of Education’s Conceptual Framework, the Kentucky Education Reform Act, and the Advanced Teacher Standards:

AED/FCS 371 is an undergraduate course that focuses on advising a Career and Technical Student Organization. Both understanding of and practice as a reflective decision maker will be emphasized.

Course Requirements

Each student is expected to participate in class activities and discussion. Assignments are expected to be neat, and mechanically and grammatically correct. Also, creativity, innovative ideas, evidence of reflective thinking, internalization of the subject matter and professionalism exhibited by the student are of the utmost importance.

ALL ASSIGNMENTS MUST BE TYPED unless otherwise directed.

Attendance Policy

It is imperative that you “set the tone” of your career as a professional agricultural/family and consumer science educator by being committed to your professional responsibilities. One of those responsibilities is to be where you are supposed to be on time. By enrolling in this course you have committed to attend each class period. As future prospective CTE teachers, you are expected to demonstrate your professionalism by being on time, attending each class session and participating in class discussion or whatever the activity might be.

It is expected that each student will attend all class meetings. If we should have to run over-time because of a guest speaker or class report we will try to adjust the class time accordingly in a future class. I promise to respect your time. A lecture/discussion format will predominate in this class. Please come prepared to discuss the week’s topic(s). Excessive tardiness, absences, or other inappropriate behavior may be reported to the program faculty, who can in turn choose to dismiss you from the program.

Assignments

The assignments in this course are designed to allow you to apply theories and concepts introduced in class. You will gain experience that will help define your career goals, help determine your “teaching and advising style” and hopefully prepare you well for a future career in career and technical education. The quality of the work you submit is a reflection of your ability, pride in accomplishing a task well, and an indicator of how professional you will be in your future career.

Quizzes

You will be provided additional opportunities to show what you know during the semester in the form of quizzes. These quizzes will be provided in class and through the class listserv or distribution list.

Grading

Assignment	Points
Midterm Exam	100
Semester Assignments 7@ 50 pts	350
Final Assignment	300
Quizzes (4 @ 25 pts)	100
Final Exam	150
TOTAL	1000

Scale

Range	Grade
100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	E

APPLICATION FOR NEW COURSE – FCS 350

1. Submitted by College of Agriculture Date 10/15/04

Department/Division offering course Family Studies/Family and Consumer Sciences Education

2. Proposed designation and Bulletin description of this course

a. Prefix and Number FCS 350 b. Title Design Issues for Family and Consumer Sciences Educators

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts Design Issues for FCS

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week 4

e. Studio hours per week f. Credits 3

g. Course description

This course will provide a broad understanding and appreciation of the housing and interior design fields. Topics will cover the many issues faced with selecting and personalizing a home. Various housing and design options are presented to help recognize the wide variety of choices available for addressing different needs and life situations. FCS Education students will design lesson plans to correspond with housing and design topics. Design projects will be completed.

h. Prerequisites (if any) N/A

i. May be repeated to a maximum of 3 hours

4. To be cross-listed as

Prefix and Number _____ Signature, Chairman, cross-listing department _____
(semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

Meets the Housing and Apparel requirements for students obtaining a BS Degree in Career and Technical Educaiton with emphasis on Family and Consumer Sciences Education.

9. a. By whom will the course be taught? Family and Consumer Sciences Instructor

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE – FCS 350

10. What enrollment may be reasonably anticipated? 20
-
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? Yes No
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Ginny Ellington Phone 7-1210

Note: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

SYLLABUS

FCS 350: Design Issues in Family and Consumer Sciences

Instructor: Ginny Ellington 116 Erikson Hall Phone: (859) 223-1517 (H) (859) 257-1210 (W) E-Mail: Ginny.Ellington@uky.edu	Office Hours: Monday 12:00 noon - 4:00 Wednesday, 8:00 - 11:30 Friday 8:00-11:30 Or by appointment
Co-Instructor Nina Reid 116 Erikson Hall Phone: (859) 257-1210 (W) (859) 608-1582 (Cell) Email: nlyoung0@uky.edu	Monday 11:00 – 4:00

COURSE DESCRIPTION

This course will provide a broad understanding and appreciation of the housing and interior design fields. Topics will cover the many issues faced with selecting and personalizing a home. Various housing and design options are presented to help recognize the wide variety of choices available for addressing different needs and life situations. FCS Education students will design lesson plans to correspond with housing and design topics. Design projects will be completed.

COURSE OBJECTIVES

There are many housing issues that are also paralleled with the fashion industry: line, design, balance, color, proportion, emphasis, etc. The similarities of the two areas will be discussed in detail, and both a housing project and a housing accessory project will be completed during the semester in addition to other assignments.

Students will learn also how to plan for a housing class in high school and/or middle school where they will teach. They will complete a lesson plan on a housing area.

Upon completion of this course, the student will be able to:

1. Evaluate housing decisions in relation to available resources and options.
2. Evaluate the use of housing and interior furnishings and products in meeting specific design needs.
3. Demonstrate computer-aided drafting design, blueprint reading and space planning skills required for the housing, interiors, and furnishings industry.
4. Analyze influences on architectural and furniture design and development.
5. Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
6. Demonstrate design ideas through visual presentation.
7. Evaluate fiber and textiles material.
8. Demonstrate apparel and textiles design skills.
9. Demonstrate skills needed to produce textiles products for home interiors and for apparel.

TEXTBOOKS/INSTRUCTIONAL MATERIALS

Lewis, Carolyn and Turner, Carolyn S., *Housing Decisions*, Goodhart-Wilcox Company, Tinley Park, Illinois, 2000 edition.

Sewing Essentials, Singer Sewing Company, Cy DeCosse Incorporated, Minnetonka, Minnesota.

COURSE REQUIREMENTS

There is a \$10 fee assessed to every student to cover the cost of materials and supplies used for demonstrations and samples. This is due on or before September 3.

Each student will develop a portfolio of housing design, colors, textiles, furniture designs, etc. as the class progresses. Each page should be in a plastic sleeve. This should be a three ring binder, large enough to add materials during the semester, as well as when teaching a Housing class in the public school.

Readings from the book will be given each week. Students are expected to read these chapters in order to take part in class discussion the following class period.

A culminating project will be turned in at the end of the semester consisting of a design board with a blueprint developed and drawn by the student, swatches of fabric for paint, floor covering, upholstery, etc.

A construction project for the home will be completed during class. This will consist of a table runner, placemats, napkins, curtains, valance, etc.

Quizzes, both pop and planned, will be given throughout the semester. The projects will take the place of a final exam.

COURSE SCHEDULE:

August 25	Introduction, Syllabus, Overview of Class/Requirements
August 27	Chapter 1 Pages 20 - 42 1. Housing and Human Needs Maslow's Pyramid of Needs Environment Values/Family Structure Family Life Cycle
September 1	Chapter 2 Pages 40 - 55 Influences on Housing Chapter 6 Pages 156 - 173 Historical Influences
September 3	Chapter 4 Pages 97-101 Choosing a Place to Live Special Needs Chapter 5 Pages 120 - 153 Acquiring Housing

September 8	Chapter 7 Pages 176 - 195 Understanding House Plans
September 10	Speaker-Architect
September 15	Chapter 10 Pages 240 -252 Elements of Design
September 27	Elements of Design Continued
September 22	Chapter 12 Pages 273 - 287 Principles of Design
September 24	Principles of Design Continued
September 29	Chapter 11 Pages 253 - 272 Color
October 1	FALL BREAK
October 6	Color Continued
October 8	Work Day on Portfolio
October 13	Chapter 13 Pages 288 - 308 Textiles in Today's Home
October 15	Chapter 14 Pages 309 - 330 Interior Backgrounds
October 20	Field Trip
October 22	Chapter 15 Pages 331 -357 Furniture Styles and Construction Chapter 16 Pages 358 - 378 Selecting and Arranging Furniture
October 27	Chapter 17 Pages 379 - 401 Windows, Lighting, Accents
October 29	Home Accessories (Chapter 17 Continued)
November 3	<i>Sewing Essentials</i> book Pages 10 - 21 Parts of the Sewing Machine Equipment
November 5	NO CLASS
November 10	Start Home Accessory Projects
November 12	Continue
November 17	Continue

November 19	Continue
November 24	NO CLASS
November 26	NO CLASS Thanksgiving Holiday
December 1	Continue Projects/Culminating Projects Due
December 3	Continue Projects
December 8	Continue Projects/Portfolios Due
December 10	Projects Due

COURSE POLICIES:

1. Regular, on time attendance is expected for this class and for your field experience site. Roll will be taken each day. Remember, this course is preparing you for your teaching/professional career.
2. Points will be deducted for each day a project is late. Work on the projects throughout the semester to avoid the last minute rush to complete them.
3. Must let instructor know if you know you are going to be absent from class. If you are ill and don't know before hand, e-mail instructor and let one of us know why you were not in class that day.

EVALUATION:

The final grade will be computed as follows:

Dailey (pop) quizzes, daily assignments	25%
Culminating Project	20%
Attendance/Participation	10%
Portfolio	25%
Accessory Project	20%
Total	100%

Each project/test will be based on 100%.

CULMINATING PROJECT:

Display board with the following:

- Floor Plan for Room of Choice
- Sample swatches of fabric for upholstered pieces, carpet, etc.
- Samples swatches of paint colors
- Explanation of paint choices/color choices
- Pictures of furniture, accessories, etc.

Creative Design
Correct Information