

**Home Economics Teacher Preparation in
California: Standards of Quality and
Effectiveness for Subject Matter Programs**

**Handbook for Teacher Educators
and Program Reviewers**



California Commission on Teacher Credentialing

State of California

1999

Home Economics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
Home Economics Teacher Preparation
and Assessment Advisory Panel
(1995-1996)**



**Printed and Distributed by the
California Commission on Teacher Credentialing
State of California
1900 Capitol Avenue
Sacramento, California
1999**

**The mission of the
California Commission on Teacher Credentialing
is to maintain and enhance quality
while encouraging innovation and creativity
in the preparation and assessment . . .
of professional educators
for California's schools.**

The California Commission on Teacher Credentialing

State of California

Gray Davis, Governor

1999

Members of the Commission

| | |
|-------------------------------|---|
| Torrie L. Norton, Chairperson | Elementary School Teacher |
| Gary Reed, Vice Chairperson | Public Member |
| Melodie Blowers | School Board Member |
| Verna B. Dauterive | School Principal |
| Carolyn L. Ellner | Postsecondary Education Member |
| Scott Harvey | Public Member |
| Carol Katzman | Office of the Superintendent of Public Instruction |
| Helen Lee | Public Member |
| Doris Miner | School Counselor |
| Edmund Sutro | High School Teacher |
| Jane Veneman | Special Education Teacher |
| Nancy Zarenda | Elementary School Teacher |

Ex-Officio Members

| | |
|--------------------|--|
| Edward DeRoche | Association of Independent California Colleges and Universities |
| Bill Wilson | California State University |
| Elizabeth Graybill | California Postsecondary Education Commission |
| Jon Snyder | Regents, University of California |

Executive Officer

| | |
|-----------------|--------------------|
| Sam W. Swofford | Executive Director |
|-----------------|--------------------|

**The Home Economics Teacher
Preparation and Assessment Advisory Panel
California Commission on Teacher Credentialing
1996**

| Panelists | Professional Positions | Educational Organizations |
|----------------------|--|--|
| Doris Beard | Professor of Human Environmental Sciences | California State University, Sacramento |
| Arlene Casaw | Home Economics Teacher | Buena Yorba Middle School |
| Angela Cruz-Trujillo | Home Economics Teacher | Valley View High School, Moreno Valley |
| Patricia Ennis | Department Chair, Home Economics | The Masters' College |
| Marilynn Filbeck | Professor of Child, Family, & Consumer Sciences | California State University Northridge |
| Sandra Foster | Associate Professor of Human Environmental Science | Point Loma Nazarene College |
| Deborah Harvey | Home Economics Teacher | Pleasanton Middle School |
| Dorothy Juskalian | Consumer Home Economics Coordinator | Fresno Unified School District |
| Sarah Lord | Professor & Home Economics Education Coordinator | California State Polytechnic University, San Luis Obispo |
| Bonnie Rader | Professor of Home Economics Long Beach | California State University, Long Beach |
| Susan Rogers | Home Economics Teacher Applied Technology Chair | Torrance High School |
| Bonnie Waterer | Home Economics Teacher District Coordinator | Independence High School, San Jose |

| | |
|--------------------|--|
| Darya Callihan | Commission Consultant to the Advisory Panel |
| Yvonne Novelli | Commission Licensing Advisor to the Advisory Panel |
| Janice DeBenedetti | California Department of Education Liaison |
| John Silvestro | Representative, National Evaluation Systems, Inc. |

Home Economics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

Contents

Part 1: Introduction to Home Economics Teaching Standards.....1

Standards and Credentials for Teachers of Home Economics:

| | |
|--|---|
| Foreword by the California Commission on Teacher Credentialing..... | 3 |
| The Home Economics Teaching Credential..... | 4 |
| Standards of Program Quality and Effectiveness..... | 4 |
| Analysis and Adoption of the Home Economics Program Standards..... | 7 |
| Alignment of Program Standards and Subject Matter Assessments..... | 7 |
| Standards for Professional Teacher Preparation Programs..... | 8 |
| Subject Matter Standards for Prospective Elementary School Teachers..... | 8 |
| Overview of the Home Economics Standards Handbook..... | 9 |
| Contributions of the Home Economics Advisory Panel..... | 9 |
| Request for Assistance from Handbook Users..... | 9 |

Part 2: Standards of Program Quality for Home Economics Teaching..... 10

Definitions of Key Terms.....12

Preconditions for the Approval of Subject Matter Programs in Home Economics.....13

Category I: Curriculum and Content of the Program.....14

| | |
|--|----|
| Standard 1: Program Philosophy and Purpose..... | 14 |
| Standard 2: Child Development, Guidance, and Education..... | 15 |
| Standard 3: Resource Management and Consumer Education..... | 16 |
| Standard 4: Fashion and Textiles..... | 18 |
| Standard 5: Nutrition..... | 19 |
| Standard 6: Food Science, Preparation, and Service..... | 20 |
| Standard 7: Living and Working Environments..... | 21 |
| Standard 8: Individual and Family Health..... | 22 |
| Standard 9: Individual and Family Development, Parenting, and Human Services..... | 24 |
| Standard 10: School to Career..... | 26 |
| Standard 11: Home Economics as a Profession..... | 27 |
| Standard 12: Field and/or Work Experience in Home Economics..... | 28 |
| Standard 13: Diversity and Equity in the Program..... | 29 |
| Standard 14: Uses of Technology..... | 30 |

| | | |
|--|---|-----------|
| Category II: | Essential Features of Program Quality..... | 31 |
| Standard 15: | Coordination of the Program..... | 31 |
| Standard 16: | Student Advisement and Support..... | 32 |
| Standard 17: | Assessment of Subject Matter Competence..... | 33 |
| Standard 18: | Program Review and Development..... | 34 |
| Category III: | Standards for Concentrations in the Home Economics Occupational Areas..... | 35 |
| Standard 19: | Child Development and Education Occupations..... | 36 |
| Standard 20: | Consumer Services Occupations..... | 38 |
| Standard 21: | Family and Human Services Occupations..... | 40 |
| Standard 22: | Fashion Design, Manufacturing, and Merchandising..... | 41 |
| Standard 23: | Food Science, Dietetics, and Nutrition Occupations..... | 43 |
| Standard 24: | Food Service and Hospitality..... | 44 |
| Standard 25: | Hospitality, Tourism, and Recreation..... | 46 |
| Standard 26: | Interior Design, Furnishings, and Maintenance..... | 48 |
| Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Home Economics..... | | 50 |
| Part 3: | Implementation of Home Economics Teaching Standards..... | 57 |
| Transition to Quality Standards for All Teaching Credentials..... | | 59 |
| Improvements in the Review of Subject Matter Programs..... | | 60 |
| Alignment of Program Standards and Performance Assessments..... | | 60 |
| Validity and Authenticity of Subject Matter Assessments..... | | 61 |
| New Terminology for "Waiver Programs"..... | | 61 |
| Ongoing Review and Approval of Subject Matter Programs..... | | 62 |
| Review and Improvement of Subject Matter Standards..... | | 62 |
| Home Economics Teacher Preparation: Commission Timeline for Implementation of Standards..... | | 63 |
| Implementation Timeline: Implications for Prospective Teachers..... | | 64 |
| Implementation Timeline Diagram..... | | 65 |
| Implementation Handbook: Review and Approval of Home Economics Programs..... | | 66 |
| Initial Statement of Institutional Intent..... | | 66 |
| The Program Proposal Document..... | | 67 |
| Steps in the Review of Programs..... | | 67 |
| Responses to Six Common Standards..... | | 69 |
| Selection, Composition and Training of Program Review Panels..... | | 69 |
| Subject Matter Program Review Panel Procedures..... | | 70 |
| Subject Matter Review Panel Reports..... | | 70 |
| Further Information and Communications Related to Standards and Programs..... | | 71 |
| Regional Workshops for Colleges and Universities..... | | 71 |
| Communications with the Commission's Staff and Program Review Panel..... | | 71 |
| Request for Assistance from Handbook Users..... | | 71 |

Part 1

Introduction to

Home Economics Teaching Standards



Standards and Credentials for Teachers of Home Economics: Foreword by the California Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, including home economics. Each year in California, thousands of students enroll in home economics classes with teachers who are certified by the California Commission on Teacher Credentialing to teach those classes in public schools. The extent to which these students attain home economics knowledge and skills depends substantially on the quality of the preparation of their teachers in home economics and on the teaching of home economics.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future teachers.

In 1988 and 1992, the legislature and the governor enacted laws that strengthened the professional character of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence in beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of home economics have the finest possible education, the Commission decided to establish a panel of experts to review recent developments in home economics education and to recommend new standards for the academic preparation of home economics teachers in California. The Commission's executive director invited colleges, universities, professional organizations, school districts, county offices of education, and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nominations, the executive director appointed the Home Economics Teacher Preparation and Assessment Advisory Panel (see page ii). These twelve professionals were selected for their expertise in home economics education, their effectiveness as teachers and professors of home economics, and their leadership in the home economics education field. The panel was also selected to represent the diversity of California educators and includes home economics teachers as well as university professors. The panel met on several occasions during 1995 to discuss, draft, and develop the standards in this handbook. The Commission is grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation of home economics teachers.

The Home Economics Teaching Credential

The Single Subject Teaching Credential in Home Economics authorizes an individual to teach home economics classes in departmentalized settings. The holders of this credential may teach at any grade level and may serve as home economics specialists in elementary schools, but the majority of departmentalized home economics classes occur in grades 7 through 12.

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the prospective teacher may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in home economics. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Home Economics. An applicant for a teaching credential must have earned a bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in home economics may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Home Economics.

The Commission asked the Home Economics Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards to emphasize the knowledge, skills and perspectives that teachers must have learned in order to be effective in teaching the subjects that are most commonly included in home economics courses in the public schools of California.

Standards of Program Quality and Effectiveness

In recent years, the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Commission asked the Home Economics Teacher Preparation and Assessment Advisory Panel to apply these general principles to the task of creating standards for subject matter programs in home economics.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.

- (2) *There are many ways in which a teacher preparation program can be excellent.* Different programs are planned and implemented differently and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. Curriculum standards for home economics teacher preparation are listed as Standards 1 through 14 in this handbook.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The Commission asked the Home Economics Advisory Panel to examine and discuss the *Home Economics Education Implementation Guide*, as well as other state curriculum policies in home economics education. The major themes and emphases of subject matter programs for teachers must be congruent with the major strands and goals of the school curriculum. It is also important for future teachers to be in a position to *improve* the school curriculum on the basis of new developments in the scholarly disciplines and in response to changes in student populations and community needs. However, it is indispensable that the Commission's standards give emphasis to the subjects and topics that are most commonly taught in public schools.
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers. The Commission expects subject matter preparation programs to contribute to this preparation, and asked the Home Economics Advisory Panel to recommend an appropriate program standard. The panel concurred with this request and recommended Standard 13 in Part 2 of this handbook.
- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to the quality of the program; they make the program more than a collection of courses. The Commission asked the Home Economics Advisory Panel to develop standards related to (a) the philosophy and purpose of home economics teacher preparation and (b) significant, noncurricular components of teacher preparation, to complement the curriculum standards. Again the panel concurred, and Standards 1 and 15 through 18 are the result.

- (7) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessments of students in programs. Standard 17 in this document is consistent with this policy of the Commission.
- (8) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (9) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards should be written in clear, plain terms that are widely understood.
- (10) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. "Factors to Consider" are not mandatory in the same sense, however. These factors suggest the types of questions that program reviewers ask and the types of evidence they will assemble and consider when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must meet. The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.
- (11) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on subject matter experts who are trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Analysis and Adoption of the Home Economics Program Standards

The Home Economics Teacher Preparation and Assessment Advisory Panel drafted the program quality standards and a set of preconditions for program approval during three two-day meetings in 1995. Meeting in public, the Commission then reviewed and discussed the draft standards and preconditions, as well as a draft plan for implementing the standards. The Commission distributed the draft standards, preconditions, and implementation plan to home economics educators throughout California, with a request for comments and suggestions. The draft standards and other policy proposals were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of Home Economics Departments in colleges and universities;
- Deans of Education in California colleges and universities;
- Presidents of professional associations of home economics teachers; and
- Home Economics professors, teachers and specialists.

The Commission asked 120 middle and high school principals to forward the draft policies to home economics teachers and curriculum specialists for their analysis and comments.

After allowing a period for public comments, the Commission's professional staff compiled the responses to each standard and precondition, as well as comments about the implementation plan, which were reviewed thoroughly by the Advisory Panel. The panel exercised its discretion in responding to the suggestions, and made minor changes in the draft standards and preconditions. On February 1, 1996, the Advisory Panel presented the completed standards, preconditions, and implementation plan to the Commission, which adopted them on February 2, 1996.

Alignment of Program Standards and Subject Matter Assessments

Since 1970, many applicants have qualified for the Single Subject Credential in Home Economics by passing a standardized exam that was adopted by the Commission: the National Teachers Examination (NTE) in Home Economics. These prospective teachers of home economics qualified for credentials without completing programs of subject matter study that were approved by the Commission. Following an exhaustive study of the validity of the NTE examinations in 1987, the Commission determined the need for new examinations that more accurately reflect (1) the subject matter programs that prepare teachers in California and (2) the curriculum in California's public schools.

The Commission awarded a contract to National Evaluations Systems, Inc. (NES) in January 1995, to develop new single subject examinations that align with the subject matter program standards. The Commission and NES asked the Home Economics Advisory Panel to develop subject matter assessment specifications that would be as parallel and equivalent as possible with the new subject matter program standards in this handbook. These assessment specifications will guide the scope and content of test items in the development of the new home economics examination. The advisory panel's draft specifications were disseminated to 205 home economics teachers, professors, and curriculum specialists throughout California to determine their relatedness to the job of an home economics teacher. Following an extensive review of the draft specifications, the panel made minor revisions and the completed specifications were adopted by the Commission on February 2, 1996.

These specifications are now the basis for the new home economics examination being developed by NES, which will include both a multiple-choice and a constructed-response component. This examination will be designed to assess a candidate's home economics knowledge and skills, and the ability to respond critically to complex problems and situations encountered in the field of home economics. Candidates who seek to qualify for the Single Subject Credential in Home Economics by examination will be required to pass the Single Subject Assessment for Teachers (SSAT) in Home Economics beginning with the first test administration in October 1996.

The Commission's new *Specifications for the Assessment of Subject Matter Knowledge and Competence in Home Economics* are included in this handbook (pages 50 through 56) to serve as a resource in the design and evaluation of subject matter programs for future teachers of home economics.

Standards for Professional Teacher Preparation Programs

The effectiveness of home economics education in California schools does not depend entirely on the subject matter preparation of home economics teachers. Another critical factor is the teacher's ability to *teach* home economics. To address the *pedagogical* knowledge and effectiveness of home economics teachers, the Commission adopted and implemented *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of teacher education programs that are offered by schools of education. These standards originated in Commission-sponsored research as well as the published literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in developing the standards during a two-year period of dialogue and advice. The standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The Commission also adopted special standards for future teachers who intend to teach students with limited English skills in the schools. The standards in this handbook have been prepared for subject matter programs, and are designed to complement the Commission's existing standards for programs of pedagogical preparation.

Subject Matter Standards for Prospective Elementary School Teachers

Elementary school teachers are expected to establish foundations of knowledge, skills, and attitudes that young students need in order to succeed in more advanced classes in secondary schools. To address the preparation of future classroom teachers in elementary schools, the Commission appointed an advisory panel to develop new *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following a thorough process of research, development and consultation, the Commission adopted these standards, which relate to (1) the broad range of subjects that elementary teachers must learn, and (2) the essential features and qualities of programs offered in liberal arts departments. The Commission appointed and trained two professional review panels, which have examined 72 subject matter programs for prospective elementary teachers, and have recommended 62 of these programs for approval by the Commission. As a result of this reform initiative, approximately 25,000 prospective elementary teachers are now enrolled in undergraduate programs that meet high standards of quality for subject matter preparation across a broad range of disciplines.

Overview of the Home Economics Standards Handbook

Part 2 of the handbook includes the eighteen basic standards for home economics plus the eight optional home economics occupational standards, and the Advisory Panel's *Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Home Economics*. Part 3 of the handbook provides information about implementation of the new standards in California colleges and universities.

Contributions of the Home Economics Advisory Panel

The California Commission on Teacher Credentialing is indebted to the Home Economics Teacher Preparation and Assessment Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Home Economics Teachers*. The Commission believes strongly that the panel's standards will improve the teaching and learning of home economics in public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and information in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Part 2

Standards of Program Quality and Effectiveness in Home Economics



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of home economics teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in home economics teacher preparation, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Home Economics begin on page 14 of this handbook. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to Consider" serve to guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence in one factor compensates for less attention to another indicator by the institution. For subject matter programs in home economics, the adopted Factors to Consider begin on page 14.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in home economics are on page 13. Details regarding the program review sequence are on pages 66 to 71.

Preconditions for the Approval of Subject Matter Programs in Home Economics

To be approved by the Commission, a Subject Matter Program in Home Economics must comply with the following preconditions, which are based on California Administrative Code Sections 80085.1 and 80086. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44259 and 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Home Economics shall include (a) at least 30 semester units (or 45 quarter units) of core course work in home economics subjects and related subjects that are commonly taught in departmentalized home economics classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of course work that provides depth and perspective to supplement the essential core of the program. These two requirements are elaborated in (2) and (3) below. Optional concentrations in home economics career paths are described in (4) below.
- (2) The basic core of the program shall include course work in (or directly related to) subjects that are commonly taught in departmentalized classes of home economics and related subjects in the public schools. The core course work in home economics is reflected in Standards 1 through 9, and includes: child development, guidance and education; resource management and consumer education; fashion and textiles; nutrition; food science, preparation, and service; living and working environments; individual and family health; and individual and family development, parenting, and human services.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include a listing and catalog description of all courses that constitute the basic core of the program. Institutions shall have flexibility to define the core in terms of specifically required course work or elective courses related to each commonly taught subject. Institutions may also determine whether the core consists of one or more distinct courses for each commonly taught subject or courses offering integrated coverage of these subjects.

- (3) Additional course work in the program shall be designed to provide depth and perspective to supplement the essential core of the home economics program and to provide experiences which respond to Standards 10 through 14. A program document shall include a listing and catalog description of all courses that are offered for the purposes of depth and perspective. Institutions may define this program component in terms of required or elective course work.
- (4) A subject matter program may, at the institution's discretion, include a concentration(s) in one or more of the eight home economics career paths. This optional program component consists of course work to give attention to elements within the area(s) of concentration, which may be in addition to the course work required by preconditions 1, 2, and 3. If a program is to include a concentration, the document shall include a listing and description of all required and elective courses and field and/or work experiences that constitute the concentration.

Course work offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Program Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1

Program Philosophy and Purpose

The subject matter preparation program in home economics is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes, and defines the institution's concept of a well-prepared teacher of home economics. The program philosophy, design, and desired outcomes are appropriate for preparing students to teach home economics in California schools.

Rationale for Standard 1

To ensure that a subject matter program is appropriate for prospective teachers, it must have an explicit statement of philosophy that expresses the institution's concept of a well-prepared teacher of the subject. This statement provides direction for program design, and it assists the faculty in identifying program needs and emphases, developing course sequences, and conducting program reviews. The philosophy statement also informs students of the basis for program design and communicates the institution's aims to school districts, prospective faculty members, and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design, and desired outcomes are collectively developed by participating faculty; reflect an awareness of recent paradigms and research in the disciplines of home economics and home economics education; and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the California State *Home Economics Education: Career Path Guide and Model Curriculum Standards*, other state curriculum documents, and nationally adopted guidelines for teaching home economics.
- The statement of program philosophy shows a clear awareness of the preparation that candidates need in order to teach home economics effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so that student assessments and program reviews can be aligned appropriately with the program's goals in home economics.
- The institution periodically reviews and reconsiders the program philosophy, design, and intended outcomes in light of recent developments in the discipline, nationally accepted standards and recommendations, and the needs of public schools.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Child Development, Guidance, and Education

The program provides preparation that develops skills in and knowledge of the development, guidance, and education of all children for application in family and career settings. Included are the principles of physical, cognitive, social, and emotional development from conception through adolescence.

Rationale for Standard 2

Knowledge of and skills in child development and guidance are fundamental to prospective home economics educators in enabling students to nurture, teach, or work with children. This knowledge establishes the basis for fostering human potential and for selecting appropriate and safe environments and activities. This background will assist home economics teachers in preparing students to pursue careers in a child development and education occupation or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The developmental stages of children from conception through adolescence, including language, cognitive, psychomotor, sensory, physical, social, and emotional characteristics.
- The application of developmentally appropriate activities and actions that will promote the optimal development of the child in family and professional settings.
- The application of the principles of positive interaction, guidance, and discipline, and the relationship of these principles to the development of self-control and positive self-concept.
- The roles of heredity and environment in the physical, cognitive, social, and emotional development of a child.
- Child care standards, licensing, operational procedures, and other regulations related to care facilities.
- The factors that contribute to child abuse and neglect, and strategies that assist in reducing abusive behavior, including knowledge of child abuse prevention laws and reporting procedures.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

Resource Management and Consumer Education

The program provides preparation in resource management and consumer education skills that enables individuals and families to receive the optimal benefit from human and material resources.

Rationale for Standard 3

Knowledge of resource management and consumer skills is essential for individuals and families to interact successfully with the economic system. Home economics educators must be prepared to teach these skills to their students, who must be prepared to balance employment and family demands, manage financial and other resources, make wise decisions about consumer goods and services, and understand their rights and responsibilities as consumers. This background will assist home economics teachers in preparing students to pursue careers in the consumer services industry or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Critical and creative thinking, logical reasoning, problem-solving skills, and management strategies that assist in achieving satisfaction and balance in work, personal, and family life.
- How families and other social and work groups mediate values, formulate goals, and set standards.
- Creative development of human and nonhuman resources and their management in meeting demands.
- The effect of the ecosystem on individuals and families throughout the life cycle, and the factors and resources that help facilitate lifestyle adjustment.
- Financial management strategies that promote individual and family economic well-being throughout the life span, including career decisions, time allocation to work, budgeting methods, methods of payment, including credit, banking functions, savings, investments, taxes, and economic risk management, including insurance.
- The economic concepts that affect consumer functioning in the global (local, state, national, and international) economy.
- The factors affecting consumer decisions, including perceived needs and wants, resources available, advertising, social and cultural norms, and government regulations.
- Consumer information search, including product and service comparison and evaluation techniques.

Standard 3: Resource Management and Consumer Education (Continued)

- Consumer rights and responsibilities, and communication skills needed to solve consumer problems.
- Consumer-related legislation and government regulation of the marketplace.
- Methods of consumer advocacy and redress.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4

Fashion and Textiles

The program provides knowledge and skills related to fashion and textiles, and their role in meeting social, physical, and psychological needs.

Rationale for Standard 4

Knowledge of fashion and textiles and the development of related skills are fundamental to understanding the role of apparel in enhancing self-esteem and individual, creative, and aesthetic expression, and in making informed economic decisions. This background will assist home economics teachers in preparing students to pursue careers in the fashion industry or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The psychology and economics of fashion as they relate to individuals, families, and culture.
- The elements and principles of design and color theory, and their application to the selection of textiles, apparel style, and body type.
- Wardrobe planning and selection that addresses lifestyles, careers, fashion trends, budgets, and the needs and personal preferences of individuals and families, including those with physical disabilities.
- Textiles, including fiber, fabric construction and finishes, their characteristics, care, and maintenance.
- Apparel construction, standards of quality, and selection and use of equipment and technology.
- The historical influences on fashion movements.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 5

Nutrition

Students in the program develop knowledge, skills, and behaviors necessary to integrate the basic principles of human nutrition and dietary habits for health and well-being throughout the life cycle.

Rationale for Standard 5

Future home economics educators need to understand the importance of human nutrition in health promotion, disease prevention, and well-being. Knowledge of human nutrition is necessary to enable students to select a nutritionally adequate diet to promote lifelong health and well-being. This background will assist home economics teachers in preparing students to pursue careers in nutrition occupations or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The essential nutrients and basic principles of human nutrition throughout the life cycle.
- The environmental, cultural, socioeconomic, and psychological factors that impact on dietary habits and human nutrition.
- The function of nutrients throughout the life cycle, including their dietary sources and the consequences of their deficiency or excess.
- The criteria used to assess nutritional status as it relates to health and well-being.
- The relationship between nutrition and physical fitness.
- The relationships between nutrition, body systems, and wellness.
- Eating behaviors and disorders.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 6

Food Science, Preparation, and Service

The program provides instruction in the application of the principles of nutrition and food science in the selection, preparation, and service of food.

Rationale for Standard 6

To promote healthy lifestyles, the home economics teacher needs to enable students to apply nutritional and scientific principles to food preparation, meal management, sanitation, and safety of food. This background will assist home economics teachers in preparing students to pursue careers in food science and dietetics occupations and in the food service and hospitality industry, or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The principles of science and their relation to food preparation and nutrition, including the understanding of chemical reactions in food and the metabolism of nutrients.
- The principles of meal management, including the planning of nutritionally balanced menus, calculating food costs, developing food preparation plans, and preparing and evaluating meals.
- Food preparation techniques, including the application of food preparation skills which retain nutrients, and the use of equipment, tools, and supplies.
- The evaluation of food products for nutritive value, appearance, and palatability.
- Current food technologies and their relation to health, safety, and environmental protection.
- Basic dietary guidelines and the impact of food preparation on nutritional value, the interpretation of information on food labels, and the nutritional analysis of menus.
- The importance of safety and sanitation in food handling, the primary causes of food-borne illnesses, and the practices that inhibit bacterial growth.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 7

Living and Working Environments

The program provides knowledge and skills related to family living and working environments and their role in meeting health, safety, ecological, aesthetic, social, physical, and psychological needs.

Rationale for Standard 7

It is important to prepare home economics educators to have an understanding of environmental design and its effect on human behavior to enhance the quality of life. This background will assist home economics teachers in preparing students to pursue careers in the interior design, furnishings, and maintenance industries, or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- The variety of factors and options that influence housing decisions.
- The analysis of the factors influencing selection and care of home furnishings, accessories, and equipment.
- Color theory and its application to living and working environments, including the evaluation of color schemes in a variety of situations.
- Space planning, including the creation and evaluation of floor plans on the basis of utilization of space; individual, family, and work needs; and efficiency.
- The characteristics and maintenance of textiles and finishes, and the selection and evaluation of textile and finish materials for appropriate use.
- The concepts of orientation, conservation, and design that apply to planning an aesthetically landscaped environment.
- The relationships between historical styles and recurring design trends as they relate to residential and commercial design.
- The design elements used to create an aesthetic and functional environment.
- The organization of the physical environment to optimize human interaction.
- The technology used to access information and to manage living and working environments.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 8

Individual and Family Health

The program provides instruction in the principles of health care and safety which promote the physical, cognitive, social, and emotional well-being that leads to positive attitudes and responsible behaviors throughout the life span.

Rationale for Standard 8

Knowledge of health enables students to understand how nutrition, positive relationships, safety, and environmental conditions affect the well-being of the individual, family, and society. It is also essential that future home economics teachers are knowledgeable about accessing and utilizing appropriate health care services, resources, and consumer products.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Preventative health care practices, emergency procedures, safety, and first aid.
- The effect of the environment on the health, safety, and well-being of individuals and families.
- The investigation of community health care resources available to promote and maintain the physical and mental health of individuals and families.
- Stress management techniques, including identification of symptoms and coping strategies related to individual, family, and work situations.
- Substance use and abuse and their effect on the individual, family, and society; including the characteristics, causes, and consequences of substance use and abuse, the prevention and treatment of substance abuse, and the resources available to assist individuals and families.
- The special health needs during pregnancy, from conception through birth; including nutrition, exercise, teratogenic agents, lifestyles, and medical care.
- The role of prevention, treatment, and control of infections and diseases on the well-being of individuals and families (e.g., sanitary practices, vaccinations, and diet).
- Sexually transmitted diseases, including their prevention, treatment, and effect on individual and family living.
- The special health care needs of individuals who have long-term illnesses or disabling conditions, and the resources available to the families who care for them in a home setting.

Standard 8: Individual and Family Health (Continued)

- Ways to promote individual and family eating habits which focus on good nutrition and health.
- The symptoms of common childhood infectious diseases and ways to keep them from spreading to others.
- The special health care needs of the elderly, and the roles and responsibilities of individuals and families in providing care.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 9

Individual and Family Development, Parenting, and Human Services

The program provides instruction in individual and family development over the life span, which includes an understanding of relationships, parenting roles and responsibilities, family structures, and human services that support individuals and families.

Rationale for Standard 9

Knowledge of human development, family structure, effective communication, parenting skills, and human services throughout the life span is fundamental to understanding and strengthening individual and family relationships. This background will assist home economics teachers in preparing students to pursue careers in the family and human services industry, or to seek further education in this area.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the study of:

- Differences in families, roles, responsibilities, and communication, and how these influence individual self-esteem, personality development, values, and relationships.
- The attributes of self-worth and communication skills that affect interpersonal relationships and responsible behavior.
- Skills for building positive relationships.
- Resources and strategies for managing conflicts, violence, and other crises in a variety of work, personal, and family situations.
- Personal development, including the factors that affect the development of self-concept, values, character, personality, and philosophy of life.
- The multidirectional influences that affect individuals and families within the home, workplace, and community.
- Human sexuality, differences between physical and psychological intimacy, and responsible behavior related to sexuality.
- The types and stages of love, the components of successful marriages, expectations of marriage, and factors that contribute to marital satisfaction and commitment.
- The adjustments needed to cope with major life changes and lifestyle issues encountered by individuals and families throughout the life span, and the factors which help facilitate adjustment.

**Standard 9: Individual and Family Development,
Parenting, and Human Services (Continued)**

- Parenting skills, responsibilities, and developmental stages.
- The human services available to assist individuals and families.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 10

School to Career

The program integrates knowledge and skills necessary to become productive employees and to enhance success in home economics-related careers.

Rationale for Standard 10

California's job market requires skilled, well-trained employees. Knowledge and skills learned in home economics can be transferred to education and training in home economics career-path clusters, employment, and/or advanced education.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the:

- Awareness of home economics career-path clusters and career options related to each home economics content area.
- Recognition of the dignity of work and the contributions made by all workers.
- Study of the teamwork and leadership concepts and skills needed to be successful in work, personal, family, and community life.
- Study of the values and management strategies that assist in balancing work, personal, and family life.
- Study of the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment.
- Study of what constitutes professional behavior, image, and standards as they apply to the work site's code of ethics and professionalism.
- Study of licensing laws and regulations associated with home economics-related careers.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 11

Home Economics as a Profession

The program includes instruction in the philosophy and history of home economics, the contributions of home economics in contemporary society, and the role of the educator in promoting the profession. Course work includes past and present philosophies of home economics, current issues that affect the discipline, and the responsibilities of educators as members of the profession.

Rationale for Standard 11

Understanding the role of home economics in contemporary society requires knowledge of its philosophical and historical development and enables students to begin to formulate a personal philosophy regarding the profession. Students need to understand that active involvement in local school settings, professional organizations, and in the legislative process is vital to continued professional growth and to the promotion of home economics.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes the:

- Study of the philosophy and history of home economics.
- Application of current philosophies to the home economics curriculum.
- Awareness of the contributions of prominent home economists of diverse backgrounds.
- Awareness of the code of ethics of the professional home economist.
- Study of current trends and issues affecting home economics, including legislation, mandates, policies, and practices.
- Recognition of the benefits and responsibilities of being an active member of professional organizations, and the home economics vocational-student organization (Future Homemakers of America-Home Economics Related Occupations - FHA-HERO).
- Development of appropriate leadership strategies and knowledge of techniques that identify leadership styles.
- Focus on maintaining relevancy and integrating the knowledge base of home economics.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 12

Field and/or Work Experience in Home Economics

Each program requires that students participate in field and/or work experiences related to Home Economics.

Rationale for Standard 12

To fully understand Home Economics as a prospective teacher of the subject, students will benefit from observing others learning and applying the Home Economics discipline. Early field and/or work experiences help students understand careers in Home Economics.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides a variety of observations and experiences in Home Economics classrooms.
- The program provides a variety of observations and experiences in one or more Home Economics related occupations.
- The program encourages participation in the home economics vocational-student organization (FHA-HERO).
- The program has a system for assisting students in documenting related home economics field and/or work experiences.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 13

Diversity and Equity in the Program

Each student in the home economics preparation program acquires knowledge, understanding, and appreciation of the perspectives and contributions of both men and women and diverse cultural and ethnic and gender groups to home economics. The program promotes educational equity by utilizing instructional, advisement, and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 13

Students who attend California schools are increasingly diverse. They live in a society that has benefited from the perspectives and contributions of men and women from many cultural and ethnic groups. Prospective teachers must understand and appreciate the cultural perspectives and academic contributions of these groups. They must also be aware of barriers to academic participation and success and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides knowledge and enhances understanding and appreciation of the cultural dimensions and context of home economics.
- Each student learns about the contributions of diverse cultural, ethnic, and gender groups to home economics within the United States and in other regions/nations.
- Students examine ways in which the historic development of home economics and home economics education have affected different cultural, ethnic, gender, and handicapped groups.
- Course work in the program fosters understanding, respect, and appreciation of human differences, including cultural, ethnic, gender, and language variations.
- In the course of the program, students experience classroom practices and use instructional materials that promote educational equity among learners from diverse backgrounds.
- The program includes faculty role models from diverse cultural and ethnic groups, men and women, and individuals with exceptional needs.
- The program includes faculty who are concerned about and sensitive to diverse cultural and ethnic groups, men, women, and individuals with exceptional needs.
- The institution encourages men and women of diverse backgrounds to enter and complete the subject matter program and to pursue careers in home economics education.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 14

Uses of Technology

The program provides opportunities for students to learn how to use forms of technology and innovations appropriate to home economics.

Rationale for Standard 14

Home economics teachers must be prepared to help students use technology for home or work and to understand its effect on work, personal, and family life. Rapid changes in technology of all types affect the ways home economics professionals function as professionals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Students are exposed to computers and other technologies that are used as effective means of communication and instruction in home economics.
- Students in the program learn to use appropriate technological tools in home economics, such as software applications for nutrition analysis, computer-assisted design (CAD) systems in interior and fashion design, financial application, etc.
- Students learn to determine the relevance of particular technologies for specific applications in home economics.
- Students assess the impact of technology on the quality of life.
- Students use technology to access global information sources.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 15

Coordination of the Program

The home economics program is coordinated effectively by one or more persons who are responsible for program planning, implementation, and review.

Rationale for Standard 15

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be planned thoughtfully, implemented conscientiously, and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty, and between the faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 16 and 17), and of program review and development by the institution (refer to Standard 18).
- The institution ensures that faculty who teach courses in the home economics teacher preparation program have backgrounds of advanced study or professional experience and currency in the areas they teach.
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 16

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of home economics.

Rationale for Standard 16

To become competent in a discipline of study, students must be informed of the institution's expectations, options, and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, field-experience placements, and career opportunities.
- Information about subject matter program purposes, options, and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented in home economics.
- The institution collaborates with community colleges to articulate academic coursework and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 17

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 1 through 14. Formative assessments serve as the basis for granting equivalence for coursework completed at other institutions. Each student's summative assessment is congruent in scope and content with the specific studies the student has completed in the program.

Rationale for Standard 17

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in home economics use multiple measures, have formative and summative components, and be as comprehensive as Standards 1 through 14. Its content must be congruent with each student's core, breadth, and perspective studies in the program (see Preconditions 2 and 3 on page seven). Course grades and other course evaluations may be part of the summative assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process includes a portfolio of the student's work as well as student presentations, projects, observations, and interviews, in addition to oral and written examinations based on criteria established by the institution.
- The assessment encompasses the content of Standards 1 through 14, and is congruent with each student's core, breadth, and perspective studies in the program.
- The assessment encompasses knowledge and competence in child development, guidance, and education; resource management and consumer education; fashion and textiles; nutrition; food science, preparation, and service; living and working environments; individual and family health; and individual and family development, parenting, and human services.
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process, and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 18

Program Review and Development

The home economics program has a comprehensive, ongoing system of review and development that involves faculty, students, and appropriate public school personnel, including home economics teachers, and that leads to continuing improvements in the program.

Rationale for Standard 18

The continued quality and effectiveness of subject matter preparation depends on periodic reviews of and improvements to the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the home economics program reexamine its philosophy, purpose, design, curriculum, and intended outcomes for students (consistent with Standard 1).
- Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of home economics.
- Program development and review involves consultation among departments that participate in the program (including the Home Economics Department and the Education Department) and includes a review of recommendations by elementary, secondary, and community college educators.
- Program improvements are based on the results of periodic reviews, the implications of new developments in home economics and home economics education, the identified needs of program students and school districts in the region, and recent home economics curriculum policies of the state.
- Assessments of students in the program (pursuant to Standard 17) are also reviewed and used for improving the philosophy, design, curriculum, and/or outcome expectations of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category III: Standards for Concentrations in the Home Economics Occupational Areas

Optional Additions to the Subject Matter Preparation Program for the Single Subject Credential in Home Economics

From the early part of this century, United States history indicates the involvement of the field of home economics in every major industry. The home economics occupational areas are articulated in the eight career path cluster programs that prepare secondary students for entry-level employment and advanced education. Each career path relates to one or more of the home economics content areas as described in Standards 2 through 9 and leads to a wide range of home economics careers or advanced education. The career paths and concentration areas in home economics are:

- Child Development and Education Occupations
- Consumer Services Occupations
- Family and Human Services Occupations
- Fashion Design, Manufacturing, and Merchandising
- Food Science, Dietetics, and Nutrition Occupations
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation
- Interior Design, Furnishings, and Maintenance

The addition of the optional concentration areas in the home economics standards is a result of the advisory panel's effort to integrate training in the home economics related occupational areas (career paths) into the preparation program for prospective teachers. Career paths in home economics programs at the secondary level are defined as a series of educational experiences that enable students to progress toward achievement of a career goal.

The occupational concentration areas in home economics (1) reflect state and national education reform initiatives that call for preparing students in both academic and career-vocational skills and (2) align the university programs that prepare home economics teachers more closely with the *Home Economics Education Career Path Guide and Model Curriculum Standards* and the secondary programs that prepare students in the eight home economics career paths.

Standard 19

Concentration in Child Development and Education Occupations

The Child Development and Education Occupations Concentration adds required course work and field and/or work experience that expand on the core knowledge of child development, guidance, and education, and establishes a foundation for delivering instruction in all aspects of occupations related to the development and education of children.

Rationale for Concentration Standard 19

Home economics educators play a key role in the preparation of students seeking employment in child development and education occupations. Combined with their core knowledge in child development, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in the rapidly expanding area of child development and education occupations in California.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Child Development and Education Occupations includes the study of:

- The principles of classroom management, including the preparation of materials, the environment, and the use of materials.
- Cognitive learning theories, learning styles of children, and curriculum models, including the application of this knowledge in planning curriculum for all infants, preschool and school-age children.
- Appropriate accommodations for children with special needs.
- The quality indicators of children's programs and facilities, including the use of established criteria to evaluate child-care programs and facilities.
- The tasks, responsibilities, and licensing standards of the child-care provider; including demonstration of the ability to plan, organize, and manage a child-care facility.
- The role of an instructional assistant, including assistance in the preparation of instructional materials and providing instruction to reinforce classroom learning.
- The supervision of children in and out of the classroom, including recess, lunch, and field trips.
- Appropriate recreational activities for individuals and groups, including determining recreational interests and needs and leading recreational activities for individuals and groups.
- The clerical work necessary in the classroom, including maintaining attendance records, grading papers and tests, recording grades, filing papers and records, and assisting with student portfolios.

Standard 19: Child Development and Education Occupations (Continued)

- Assisting children with the use of computers in the classroom, including demonstrating, instructing, and supporting children in the use of computers and software.
- The operational procedures necessary for child-care facilities, including security, handling of toxic materials, maintenance of materials and equipment, and communication and reporting procedures.
- The principles of interacting with culturally diverse families and communities, including using interaction skills appropriately and with sensitivity in dealing with the diversity of families and identifying resources that promote interaction between the child, family, and the community.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 20

Concentration in Consumer Services Occupations

The Consumer Services Occupations Concentration adds required coursework and field and/or work experience that expand on the core knowledge in resource management and consumer education and establishes a foundation for delivering instruction in all aspects of consumer services occupations.

Rationale for Concentration Standard 20

Home economics educators play a key role in the preparation of students seeking employment in the consumer services industry. Combined with their core knowledge in resource management and consumer education, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in consumer services industries.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Consumer Services Occupations includes the study of:

- Investigative research and journalistic writing skills, including identifying and verifying sources, demonstrating investigative and interpretive skills, and translating information for consumer understanding through written materials and oral presentations.
- The skills and techniques needed to prepare advertising and public relations materials and the influence of regulations and ethics upon their development, including preparing videos and materials such as press kits, public service announcements, and fact sheets.
- The effect of advertising and public relations on consumer behavior.
- Energy, environment, and resource management occupations, including understanding of sources of energy and energy efficiency, waste management issues, and consumer programs provided by energy, environment, and resource management businesses.
- Product development and testing occupations, including researching products for information needed by employers, consumers, and clients; basic product-testing procedures; and an understanding of labeling of consumer goods.
- Product demonstration occupations and the principles of effective demonstrations, including planning, conducting, and evaluating demonstrations to educate audiences and promote a variety of products and concepts.
- Personal and family financial management occupations, including creating financial plans for clients that reflect the distinction between needs and wants, values, goals and economic situations, and assisting clients in the evaluation of their credit and the resolution of credit problems.

**Standard 20: Concentration in Consumer Services Occupations
(Continued)**

- Personal services occupations, including procedures to assist consumers in the selection of merchandise, products, and services.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 21

Concentration in Family and Human Services Occupations

The Family and Human Services Occupations Concentration adds required coursework and field and/or work experience that expand on the core knowledge of individual and family development, parenting, and human services, and establishes a foundation for delivering instruction in all aspects of occupations in the family and human services field.

Rationale for Concentration Standard 21

Home economics educators play a key role in the preparation of students seeking employment in the family and human services industry. Combined with their core knowledge in individual and family development, parenting, and human services, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in family and human services occupations.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Family and Human Services Occupations includes the study of:

- The principles of positive guidance and direction. The application of these principles to developing self-control and a positive self-concept, and to assisting individuals and families.
- The importance of social involvement for individuals and families, including planning and conducting social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families.
- The characteristics of common problems of individuals and families, including an awareness of and sensitivity to common conditions such as depression, isolation, and stress.
- Elder care services occupations, including the importance of social involvement for the elderly and an awareness of and sensitivity to common problems of the elderly such as depression, confusion, and isolation.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 22

Concentration in Fashion Design, Manufacturing, and Merchandising

The Fashion Design, Manufacturing, and Merchandising Concentration adds required coursework and field and/or work experience that expand on the core knowledge of fashion and textiles and establishes a foundation for delivering instruction in all aspects of the fashion design, manufacturing, and merchandising industries.

Rationale for Concentration Standard 22

Home economics educators play a key role in the preparation of students seeking employment in the fashion and apparel industry. Combined with their core knowledge in fashion and design, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in the apparel design, fashion manufacturing, and fashion merchandising industries--some of California's leading employers.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Fashion Design, Manufacturing, and Merchandising includes the study of:

- The analytical evaluations of apparel, including style, construction technique, fabric, findings, suitability for use, durability, and cost.
- Merchandising and forecasting to identify fashion trends as used in fashion design, manufacturing, and merchandising.
- Sewing skills used to manufacture garments using home or industrial sewing machines and equipment.
- The operational procedures commonly performed in the fashion design, manufacturing, and merchandising industries, including use and care of equipment, quality control, inventory control and loss prevention, and shipping, receiving, billing, and payment.
- The influence of history on fashion, including the relationship between historical fashion trends to changing economic, social, and cultural conditions.
- The tasks and procedures necessary for garment construction, fitting, alteration, and repair, including knowledge and skill in the operation and maintenance of equipment used to manufacture garments.
- The application of the skill of pattern making for apparel design, including the use of tools needed, draping, making markers, and grading patterns.
- Apparel marketing and merchandising principles, including investigating the quality of merchandise, determining the cost of the product, and providing customers with relevant product information.

Standard 22: Concentration in Fashion Design, Manufacturing, and Merchandising (Continued)

- The procedures and steps commonly performed to develop and merchandise a line, including selecting a specific merchandise category; targeting the customer, retailer, and price points for garments; researching fashion trend information; selecting specific trends for target customers; designing, fabricating, and sketching the line; constructing the paper patterns; preparing garment specification sheets; cutting and sewing samples; preparing cost sheets; and costing the line.
- The procedures used to produce and maintain interior and exterior store displays for a variety of sales objectives.
- The skills and procedures necessary to produce woven, knit, or nonwoven designs for textiles, including an understanding of the skills and tools needed to create and develop textile designs.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 23

Concentration in Food Science, Dietetics, and Nutrition Occupations

The Food Science, Dietetics, and Nutrition Occupations Concentration adds required coursework and field and/or work experience that expand on the core knowledge of nutrition and food science and establishes a foundation for delivering instruction in all aspects of occupations related to food science, dietetics, and nutrition.

Rationale for Concentration Standard 23

Home economics educators play a key role in the preparation of students seeking employment in dietetics, food, and nutrition services occupations. Combined with their core knowledge in nutrition and food science, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in food science, dietetics, and nutrition occupations.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Food Science, Dietetics, and Nutrition Occupations includes the study of:

- The application of the principles of nutrition in evaluating the food sources and nutritional needs of individuals at each stage in the life cycle.
- Dietary guidelines and food guides and their use in planning and evaluating the food plans of healthy individuals.
- Cultural, religious, economic, social, and psychological factors influencing food preferences and food marketing.
- Data and statistical analysis required in dietetics, food, and nutrition services, including measures of central tendency, variability, sampling error, and measures of significance.
- Food preparation and presentation for evaluation in the workplace, including setup, lab work, clean up, and presentation for evaluation.
- The role of assisting nutritional counselors, including greeting clients, "actively" listening to their needs, providing encouragement to clients, and maintaining client files.
- The role of assisting food technologists, including describing test procedures used in the quality assurance of specific products, managing laboratory and consumable supplies, and demonstrating the procedures used in consumer evaluations of food products.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 24

Concentration in Food Service and Hospitality

The Food Service and Hospitality Concentration adds required coursework and field and/or work experience that expand on the competencies developed in the home economics core instruction in food science and preparation and establishes a foundation for delivering instruction in all aspects of the food service and hospitality industry.

Rationale for Concentration Standard 24

Home economics educators play a key role in the preparation of students seeking employment in the fast-growing food service and hospitality industry. Combined with their core knowledge in nutrition, food science, and preparation, prospective home economics teachers with a concentration in this area will have the unique opportunity to respond to the need for preparing workers in all aspects of the food service and hospitality industry, including career opportunities as chefs, bakers, caterers, and food servers.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Food Service and Hospitality includes the study of:

- The food service and hospitality industry and its role in the state's economic development.
- Safe work habits and emergency procedures in food establishments which follow state and federal regulations.
- Operational procedures at the work site, including the rules to follow when handling equipment, maintaining work stations, and performing managerial tasks.
- The operational procedures for equipment needed for food production, including the proper use and care of knives and other tools, utensils, appliances, and equipment.
- The process and importance of cost analysis and its relationship to profit in the food service and hospitality industry, including the calculation of product and operational costs.
- Basic baking techniques, including the use of equipment, supplies, and procedures required to produce and finish a variety of baked goods, such as breads, pastries, and desserts.
- The art and technique of food preparation in institutional and/or professional kitchens, including the selection and use of the proper equipment and supplies and the procedures required to produce a variety of food products to be served, such as soups, sauces, salads, and entrees.
- The tasks and skills involved in operating a catering business.

Standard 24: Concentration in Food Service and Hospitality (Continued)

- The procedures and skills needed to perform sidework and serve customers, including taking customer orders, anticipating the timing and delivery of food, coordinating, assembling and finishing food orders, and serving customers.
- The skills and procedures for setting and clearing of tables, including the cleaning, clearing, and resetting of tables, and the dispensing of dishes and linens.
- Standardized recipes, recipe conversion, and measurements.
- The process and costs involved in food production, transportation, storage, and handling, including the impact of government intervention, food additives, and food processing techniques on cost, quality, and availability of food.
- Cash and credit transactions in the food and beverage services occupations, including use of equipment and procedures for cash and credit transactions, preparation of daily sales forms, customer counts, and average guest check totals.
- The use of computers in all areas of the food service and hospitality industry.
- The factors that contribute to customer satisfaction and its impact on the success of the food service and hospitality industry.
- The concept of establishing and operating a business, including the steps needed to establish an entrepreneurial business.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 25

Concentration in Hospitality, Tourism, and Recreation

The Hospitality, Tourism, and Recreation Concentrations adds required coursework and field and/or work experience that expand on the competencies developed in the home economics core instruction and establishes a foundation for delivering instruction in all aspects of occupations in the hospitality, tourism and recreation industry.

Rationale for Concentration Standard 25

Home economics educators play a key role in the preparation of students seeking employment in the fast-growing hospitality and tourism industry. Combined with their core knowledge in consumer home economics, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for preparing workers in all aspects of the hospitality, tourism, and recreation industry, including careers in lodging, event planning, and travel-related services.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Hospitality, Tourism, and Recreation includes the study of:

- The hospitality, tourism, and recreation industry and its role in the state's economic development.
- The factors that contribute to customer satisfaction and its impact on the success of the hospitality, tourism, and recreation industry.
- All aspects of the procedures and responsibilities of lodging occupations, including housekeeping and laundry tasks, guest services, financial transactions, and sales.
- All aspects of the procedures and responsibilities of travel-related occupations, including reservations and ticketing, and travel itinerary planning.
- The geography of the continents and major countries as tourist destinations, including their climates, physical features, and time zones.
- The diversity of cultures and customs of various countries and/or regions as it applies to travelers' destinations, including familiarity with terms of language, food, currency, customs, and local sightseeing attractions.
- The needs and special concerns of international travelers, including special documentation, customs and regulations, foreign currency exchange and conversion, insurance, and common health concerns.
- All aspects of the procedures and responsibilities of event-planning occupations, including client information, special events, education, recreation, leisure and play activities, and attractions and specialty tours.

Standard 25: Concentration in Hospitality, Tourism, and Recreation (Continued)

- All aspects of the procedures and responsibilities of outdoor recreation services occupations, including an understanding of the benefits of outdoor recreation for long-term physical and mental health, risk management and liability, outdoor management and participant services (such as recreational opportunities in wilderness areas, park lands, and waterways), ecological concepts, and environmental education principles.
- All aspects of the procedures and responsibilities of occupations in theme parks, attractions, and exhibitions, including an understanding of specific financial transactions, guest services, the diversity of cultures and customs, and accessing and providing information to clients.
- The concept of establishing and operating a business, including the steps needed to establish an entrepreneurial business.
- The use of computers in all areas of the hospitality, tourism, and recreation industry.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 26

Concentration in Interior Design, Furnishings, and Maintenance

The Interior Design, Furnishings, and Maintenance Concentration adds required coursework and field and/or work experience that expand on the core knowledge of living and working environments and textiles, and establishes a foundation for delivering instruction in all aspects of the interior design, furnishings, and maintenance industries.

Rationale for Concentration Standard 26

Home economics educators play a key role in the preparation of students seeking employment in interior design, furnishings, and maintenance industries. Combined with their core knowledge in living and working environments, prospective home economics teachers with this concentration will have the unique opportunity to respond to the need for workers in interior design, furnishings, and maintenance occupations.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Interior Design, Furnishings, and Maintenance includes the study of:

- The application of the principles and elements of design to the planning of residential and commercial interior environments.
- Space-planning factors and drafting techniques, including developing scaled floor plans and elevations that include cabinetry, interior details, and interior systems.
- The elements of the design concept, including programming and design development, creating and explaining the design concept, specifying fabrics and furnishings, and strategies for merchandising the design concept.
- Kitchen and bath design, including selection of materials, finishes, appliances, and cabinetry details.
- The elements of commercial design, including planning the use of space, and specifying furnishings and finishes.
- The history of furniture design and the influence of historical events, including researching historical trends in furnishings and their relationship to changing economic, social, and cultural conditions.
- The care and maintenance of all residential and commercial interior surfaces, including the use of supplies and equipment, and the liabilities and economic consequence associated with care and maintenance.
- Residential and commercial interior repairs, including electrical, plumbing, and carpentry skills used to solve problems such as clogged plumbing, holes in walls, and defective lighting.

**Standard 26: Concentration in Interior Design, Furnishings,
and Maintenance (Continued)**

- The application of the principles and elements of design to residential and commercial furnishings.
- The skills necessary to design, fabricate, and install window, wall, and floor treatments.
- The construction of furniture, furniture finishes, upholstery, slipcover construction, and fabrication, including the skills necessary to upholster furniture and fabricate slipcovers.
- The marketing and merchandising of residential and commercial furnishings, including identifying current trends in interior furnishings.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Specifications for the Assessment of Subject Matter Knowledge and Competence for Prospective Teachers of Home Economics

Home Economics Teacher Preparation and Assessment Advisory Panel California Commission on Teacher Credentialing 1996

A student who seeks to earn the Single Subject Teaching Credential in Home Economics should have a basic knowledge of child development, guidance, and education; individual and family development, parenting, and health; nutrition, food, and hospitality; fashion and textiles; living and working environments; and resource management and consumer education. The student should also be skillful at higher-order thinking skills such as analyzing and interpreting information; comparing, contrasting and synthesizing ideas; thinking critically; and drawing sound inferences and conclusions from information that is provided or widely known.

To verify that these expectations have been attained, the Commission's standardized assessment of home economics competence consists of two components: (1) a multiple-choice knowledge assessment and (2) a constructed-response performance assessment. For the two sections of the assessment, the Home Economics Teacher Preparation and Assessment Advisory Panel drafted the following specifications of knowledge, skills, and abilities needed by teachers of home economics. Adopted by the Commission, these specifications illustrate the knowledge, skills, and abilities that students should acquire and develop in a subject matter program for future teachers of home economics.

Both the multiple-choice and constructed-response components of the assessment are based on the same content categories (see Section 1 below). Examinees are expected to have a command of the subject matter content that is typically studied in a discipline-based setting. In addition, they are expected to demonstrate an understanding of that content from an integrated and inter-disciplinary perspective.

Section 1: Knowledge of Home Economics

Prospective teachers of home economics should have a command of knowledge in six areas, as follows, in order to pass the assessment of knowledge of home economics:

- I. Child Development, Guidance, and Education (17%)
- II. Individual and Family Development, Parenting, and Health (18%)
- III. Nutrition, Food, and Hospitality (20%)
- IV. Fashion and Textiles (16%)
- V. Living and Working Environments (12%)
- VI. Resource Management and Consumer Education (17%)

I. Child Development, Guidance and Education (17%)

- **Understand the stages and characteristics of physical, social, emotional, and cognitive development through adolescence (including prenatal development).**

Includes the stages and characteristics of development, factors that affect development, the role of heredity on growth and development, human needs related to social and emotional development, and major theories of cognitive development.

- **Understand strategies for identifying and selecting developmentally appropriate activities.**

Includes analyzing, planning, and modifying activities in relation to developmental stages for various populations.

- **Understand strategies for providing guidance and discipline.**

Includes the assessment of the needs of children and adolescents and the identification of appropriate skills and strategies for guidance and discipline.

- **Understand the characteristics and requirements of individuals with special needs and individuals from diverse backgrounds.**

Includes characteristics of special needs; characteristics of giftedness; the effects of various impairments on child development; the effects of cultural, social, and economic influences on child development; and factors and strategies to use when working with diverse populations.

- **Understand child maltreatment.**

Includes causes and signs of child abuse and neglect; emotional and psychological effects of child abuse, neglect, and abduction; ways to prevent child abuse, neglect, and abduction; types and characteristics of agencies and programs that deal with child abuse, neglect, and abduction; and knowledge of child abuse laws and reporting procedures.

- **Understand the care of children and options for quality child care.**

Includes health and dietary needs of children and adolescents, safe and unsafe conditions in children's environments, methods of encouraging self-care during childhood, safety criteria used for selecting children's play equipment and activities, characteristics of child-care options, characteristics of high-quality care providers, and federal and state regulations relating to child-care facilities.

- **Understand careers in the child development and education field.**

Includes the economic environment and employment trends within the career paths related to the child development and education field, job qualifications and preparation, and entrepreneurship.

II. Individual and Family Development, Parenting, and Health

- **Understand the development of interpersonal relationships, including the role of social skills, communication, and human sexuality.**

Includes types and characteristics of relationships, including dependent, independent, and interdependent relationships; the relationship among social, emotional, and sexual development; the influence of social and cultural factors on interpersonal communication; the decision-making process related to choices involved in interpersonal and sexual relationships; and individual responsibilities with regard to preventing the spread of sexually transmitted diseases.

- **Understand family structures, marriage, responsibilities within the family, and the role of family in society.**

Includes types of families; social, cultural, and economic conditions that affect the family; factors that contribute to successful and unsuccessful marriages; roles and responsibilities within a family; factors contributing to family well-being; interactions between families and the community; private, community, and government resources and services available to assist families; and strategies for improving interpersonal relationships within a family.

- **Understand human development throughout adulthood, including the aging process.**

Includes characteristics and stages of adulthood; strategies that facilitate adjustment to major life changes throughout adulthood; physical, cognitive, social, and emotional factors related to the aging process; and societal and cultural attitudes toward aging.

- **Understand personal, interpersonal, and family management strategies.**

Includes prevention and management of conflicts and crises (e.g., violence, divorce, drug abuse) and their effects on personal, work, and family life; and resources for coping with conflicts and crises in various situations.

- **Understand preparation for parenthood.**

Includes ways to prepare for parenthood, methods of and factors affecting family planning and birth control, principles of prenatal care (e.g., nutrition, exercise, teratogenic agents), and childbirth preparation.

- **Understand responsibilities of parenthood.**

Includes skills necessary for parenting, developmental stages, cultural and social influences, financial and legal obligations, parenting styles, and theories of parenting.

- **Understand personal well-being.**

Includes factors that affect physical, cognitive, social, and emotional well-being; decision making to maintain personal health; causes, symptoms, and ways of preventing or managing stress; the relationship between environmental factors and health; safety practices and principles; and the evaluation of information on health and health issues.

- **Understand careers in the family and human services field.**

Includes the economic environment and employment trends within the career paths related to the family and human services field, job qualifications and preparation, and entrepreneurship.

III. Nutrition, Food, and Hospitality (20%)

- **Understand principles of nutrition.**

Includes sources, characteristics, and functions of nutrients; the digestion, absorption, and metabolism of nutrients; components of a balanced diet; and the effects of specific nutritional deficiencies and excesses.

- **Understand the relationship between diet, fitness, and health.**

Includes dietary practices that promote and maintain health; causes, characteristics, and effects of poor nutrition; the effects of diets that include excessive use of salt, sugar, or fat; types and characteristics of eating disorders; nutritional and dietary requirements for different age groups; the influence of various factors (e.g., activity levels, age, pregnancy) on nutritional requirements; and the role of nutritional supplements.

- **Understand proper sanitation and storage of food in the home and in commercial settings.**

Includes methods for storage and sanitary handling of various types of food in the kitchen and food-serving areas, causes and prevention of food-borne illnesses, procedures for inhibiting bacterial growth, and state and federal regulations relating to food service inspection and certification.

- **Understand principles of food science.**

Includes chemical reactions that occur in foods, factors that affect the nutritional value of various foods, new food technologies (e.g., irradiation of food, genetically engineered crops) and their implications for health and safety, and principles of food preparation.

- **Understand principles of meal and menu planning and food purchasing.**

Includes factors that affect meal and menu planning, the effects of advanced technology on meal and menu planning and preparation, methods of planning menus and meals for individual needs and for large populations, information included on food labels and packages, criteria for evaluating and selecting foods, and the role of government agencies in regulating the food industry.

- **Understand food customs, food choices, and eating habits.**

Includes social, psychological, economic, and cultural factors affecting food customs, food choices, and eating habits.

- **Understand kitchen management.**

Includes factors that affect the use of time and energy in the kitchen; the selection, care, and safe use of appliances, tools, and technologies in residential and commercial kitchens; and safety and emergency procedures.

Specifications: Subject Matter Knowledge and Competence of Home Economics Teachers

- **Understand careers in the food service and hospitality industries.**

Includes the economic environment and employment trends within the career paths related to the food service and hospitality industries, job qualifications and preparation, and entrepreneurship.

IV. Fashion and Textiles (16%)

- **Understand elements and principles of design as related to apparel.**

Includes the elements and principles of design as they relate to fashion and the application of these elements and principles to create an effect or illusion in fashion.

- **Understand the characteristics and uses of fibers, fabrics, and finishes.**

Includes sources, characteristics, and uses of natural and manufactured fibers, fabrics, and finishes.

- **Understand wardrobe planning, selection, and care.**

Includes factors that influence wardrobe planning, information provided on labels and tags of apparel, proper fit and quality construction, and care and storage.

- **Understand equipment, supplies, and techniques related to apparel construction.**

Includes types of apparel construction equipment and supplies and their functions and uses; procedures for selecting, altering, and using patterns; construction procedures; and ways to alter and repair garments.

- **Understand the major influences on fashion as related to individuals and the industry.**

Includes the social, psychological, cultural, historical, and economic influences on fashion in contemporary society; and the function of dress standards and uniforms in various occupations.

- **Understand careers in the fashion industry.**

Includes the economic environment and employment trends within the career paths related to the fashion industry, job qualifications and preparation, and entrepreneurship.

V. Living and Working Environments (12%)

- **Understand elements and principles of design as related to living and working environments.**

Includes the elements and principles of design as they are used to create functional and aesthetically pleasing environments (e.g., space planning, application of color theory, landscaping, kitchen planning) and technology that aids in environmental design.

Specifications: Subject Matter Knowledge and Competence of Home Economics Teachers

- **Understand factors affecting choice of living and working environments.**
Includes availability of housing and commercial building options; consideration of specific needs, including location; functional space arrangements; and financial, legal, environmental, and structural factors that affect choice.
- **Understand materials, furnishings, and equipment used in living and working environments.**
Includes types, characteristics, uses, and care of materials, furnishings, equipment, and accessories, and factors that affect their choice.
- **Understand technology used in living and working environments.**
Includes technology used to access information and manage environments (e.g., security, entertainment, resource conservation, and appliances) and factors that affect the choice of equipment and technology.
- **Understand the relationship between environmental design and human behavior and well-being.**
Includes needs met by various types of environments, factors that influence the choice and design of environments, and the psychological and sociological effects of environments.
- **Understand the careers related to environmental design.**
Includes the economic environment and employment trends within the career paths related to environmental design, job qualifications and preparation, and entrepreneurship.

VI. Resource Management and Consumer Education (17%)

- **Understand the management of personal and family resources.**
Includes personal and family resources (e.g., time, abilities, energy, money) and factors affecting them, scheduling and time allocation, sharing of responsibilities, balancing of home and work roles throughout the life span, the effects of technological and economic factors on personal and family resources, and decision-making and goal-setting skills.
- **Understand the rights and responsibilities of consumers, consumer legislation, and consumer fraud.**
Includes consumer decision making; consumer rights and responsibilities; consumer legislation; local, state, federal, and private agencies and groups that protect and advocate for the consumer; consumer redress; effects of advertising techniques on consumers; and consumer fraud and deception.

- **Understand management of personal finances.**

Includes the study of financial management strategies that promote individual and family economic well-being, including career decisions; time allocation for work; budgeting methods; methods of payment, including credit; banking functions; investments; taxes; and economic risk management, including insurance.

- **Understand principles of national and international economics.**

Includes characteristics and principles of the U.S. economic system, characteristics of the free enterprise system, the role of the consumer, the effect of economic factors on consumer spending and purchasing decisions, characteristics of the global economy, the influence of foreign economies on the U.S. economy, and the effect of the global economy on the U.S. consumer.

- **Understand careers related to resource management and consumer education.**

Includes the economic environment and employment trends within the career paths related to resource management and consumer education, job qualifications and preparation, and entrepreneurship.

Section 2: Subject Matter Constructed-Response Assessment in Home Economics

The second section of the standardized assessment of prospective teachers of Home Economics consists of constructed-response assessments. Each assessment requires demonstration of one or more of the following abilities.

- The ability to evaluate and/or interpret a given situation or case study related to home economics. Information will be provided in printed form (e.g., written descriptions, dialogues, tables, graphs, diagrams).
- The ability to select and/or design appropriate practices to meet specified goals in home economics contexts.
- The ability to propose and defend appropriate solutions to specified problems related to home economics.
- The ability to explain and justify evaluations, interpretations, selections, designs, and proposals using appropriate information from the field of home economics and related fields (e.g., psychology, chemistry, economics, sociology, art).

Examples of the types of problems that might be included on the test are as follows:

- Analyzing the nutritional value of a given diet and suggesting ways to adapt the diet to meet the needs of a given population (e.g., young children, athletic adolescents).
- Describing the effects on various aspects of family members' lives (e.g., work, interpersonal relationships) of a given family conflict or crisis (e.g., divorce, violence).

Part 3

Implementation of

Home Economics Teaching Standards



Implementation of Program Quality Standards for Subject Matter Preparation in Home Economics

The Program Quality Standards for Subject Matter Preparation in Home Economics are part of a broad shift in the policies of the California Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities. The Commission initiated this broad policy change to foster greater excellence in educator preparation and to combine flexibility with accountability for institutions that educate prospective teachers. The success of this reform depends on the effective *implementation* of program quality standards for each credential.

Pages 59 through 62 of the handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook offers detailed information about implementing the home economics standards (pages 63 through 71).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. The overall purpose of the standards is to provide the strongest possible assurance that future teachers will have the expertise and abilities they will need for their critically important roles and responsibilities. Among the most significant areas of knowledge and abilities for teaching are those associated with the subjects of the school curriculum.

The Commission began to develop new standards for the subject matter preparation of teachers in 1986. In that year, the Commission appointed an expert advisory panel in elementary education, which developed *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following an extensive process of consultation with elementary educators, the Commission adopted the subject matter program standards for the Multiple Subject Teaching Credential. The standards have now been implemented in 58 colleges and universities, which offer a total of 66 programs.

In 1989, the Commission established expert subject matter advisory panels to develop standards for the subject matter preparation of prospective secondary teachers in English, mathematics, science, and social science. The panels consisted of K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter experts in California. Following extensive consultation with colleges, universities, professional organizations, and local and state education agencies, the Commission adopted the standards in 1992. In a similar manner, in 1991 the Commission established expert panels to develop subject matter standards in art, music, physical education, and languages other than English. These standards were adopted by the Commission in 1994.

In January of 1995, the Commission appointed advisory panels to develop program standards in agriculture, business, health science, home economics, and industrial and technology education. Initial drafts of standards in these subjects were distributed widely for discussion and comment before they were completed by the panels and adopted by the Commission on February 2, 1996.

Improvements in the Review of Subject Matter Programs

The last occasion on which the Commission reviewed subject matter programs in home economics was 1983. There are relatively few similarities between (a) the program guidelines and review procedures that were used in 1983 and (b) the Commission's plan for implementing the new standards in this handbook. In reviewing programs according to the new standards, several major improvements are anticipated.

- (1) The standards are *much broader* than the prior guidelines for subject matter programs. The standards provide considerably *more flexibility to institutions*.
- (2) As a set, the standards are *more comprehensive* in addressing the *quality* of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels will conduct *more intensive reviews* that will focus on *program quality issues* rather than course titles and unit counts.
- (4) The new panels will have *more extensive training* because the standards require that they exercise more professional discretion about the *quality* of programs.
- (5) Institutional representatives will have opportunities to meet with the Review Panels to discuss questions about programs and standards. Improved communications should lead to better decisions about program quality.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 established the requirement that candidates for teaching credentials verify their competence in the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or by passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in home economics, the Commission asked the Home Economics Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion and review by subject matter experts throughout the state, the Commission adopted a detailed set of *Specifications for the Assessment of Subject Matter Knowledge and Competence of Prospective Teachers of Home Economics*. These specifications, which are included in this handbook (pages 50 through 56), are the basis for the new subject matter assessment in home economics being developed by National Evaluation Systems, Inc.

The Commission is pleased that the *Specifications* for subject matter assessments are as parallel as possible with the scope, content and rigor of the standards for subject matter programs. To strengthen the alignment between subject matter assessments and programs, college and university faculty and administrators are urged to examine the *Specifications* as a source of information about knowledge, abilities and perspectives that are important to include in subject matter programs for teachers of home economics.

Validity and Authenticity of Subject Matter Assessments

The Commission is also concerned that the subject matter assessments of prospective teachers address the full range of knowledge, skills, and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists, and university faculty examined the specifications of these tests, as well as the actual test questions. An analysis of the reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test and (2) each multiple-choice test should be supplemented by a *performance assessment* in the subject.

Since 1988, the Commission's subject matter advisory panels have created performance assessments for each of ten Single Subject Credentials. In most cases, these performance assessments consist of constructed-response problems or tasks, to which examinees construct complex responses instead of selecting an answer among four given choices. Examinees' responses are scored on the basis of specific criteria that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass the performance assessment as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission developed and adopted the *Multiple Subjects Assessment for Teachers (MSAT)* that consists of a multiple-choice (*Content Knowledge*) section, and a constructed-response (*Content Area Exercises*) section. By developing and adopting these assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as validly and comprehensively as possible. Likewise, the new examinations in agriculture, business, health science, home economics, and industrial and technology education developed by National Evaluation Systems, Inc. (NES) will include constructed-response components.

New Terminology for "Waiver Programs"

In 1970, the legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the 1970 law also allowed candidates to complete Commission-approved subject matter programs to "waive" the examinations. Because of this terminology in the 1970 statute, subject matter programs have commonly been called *waiver programs* throughout the state.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term *waiver programs* does not accurately describe a group of programs that are alternatives to subject matter examinations. For this reason, the Commission uses the term *subject matter programs* instead of *waiver programs*, which is now out of date.

Ongoing Review and Approval of Subject Matter Programs

After the Commission approves subject matter programs on the basis of quality standards, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California colleges and universities. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed on-site by small teams of trained reviewers. Reviewers will obtain information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to a review, the Commission will provide detailed information about the scope, methodology and potential benefits of the review, as well as other implications for the institution.

Review and Improvement of Subject Matter Standards

Beginning in 2002-2003, the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Home Economics* and other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the home economics standards, an amended handbook will be forwarded to each institution with an approved program.

Home Economics Teacher Preparation: Commission Timeline for Implementation of Standards

| Dates | Steps in the Implementation of Standards |
|-------------------------------|--|
| 1996 | The Commission adopts the Standards of Program Quality and Effectiveness that are on pages 14 through 49 of this handbook. The Preconditions on page 13 are also adopted. |
| July-October 1999 | The Executive Director disseminates the handbook. The Commission's staff conducts regional workshops to answer questions, provide information, and assist colleges and universities. |
| November 1999 - February 2000 | The Commission selects, orients and trains a Program Review Panel in Home Economics. After March 1, 2000, these qualified content experts begin to review programs in relation to the standards. |
| March 1, 2000 | Review and approval of programs under the new standards begins. No new subject matter programs in home economics will be reviewed in relation to the Commission's "old" guidelines of 1982. |
| 2000-2001 | Institutions may submit programs for preliminary or formal review on or after March 1, 2000. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to September 1, 2001, whichever occurs first. |
| September 1, 2001 | "Old" programs that are based on the 1983 guidelines must be superseded by new approved programs. After September 1, 2001, no new students should enroll in an old program, even if a new program in home economics is not yet available at the institution. |
| 2001-2002 2002-2003 | The Commission continues to review program proposals based on the standards and preconditions in this handbook. |
| September 1, 2004 | The final date for candidates to complete subject matter preparation programs that were approved under the 1983 guidelines. To qualify for credentials based on an "old" program, students must (1) have entered that program prior to either (a) the implementation of a new program at their institution, or (b) September 1, 2001, whichever occurred first, and they must (2) complete the old program by September 1, 2002. Students who do not do so may qualify for credentials by passing the Commission's adopted examinations. |

Implementation Timeline: Implications for Prospective Teachers

Based on the implementation plan that has been adopted by the Commission (prior page), candidates for Single Subject Credentials in Home Economics who do not plan to pass the Commission-adopted subject matter examinations should enroll as early as feasible in subject matter programs that fulfill the standards in this handbook. After a “new” program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under the Commission's “old” guidelines of 1983).

Candidates who enrolled in programs that were approved on the basis of the “old” guidelines (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before September 1, 2001, whichever comes first, *and* (2) they complete the old programs before September 1, 2004.

Regardless of the date when new programs are implemented at an institution, no new students should enroll in an old program after September 1, 2001, even if a new program is not yet available at the institution. These students may meet the subject matter requirement for the Single Subject Teaching Credential by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Ordinarily, students are not formally “admitted” to a subject matter program on a specified date. Rather, students begin a subject matter program when they initially enroll in courses that are part of the program. The Commission offers the following clarification of the timeline on the prior page.

- (1) Students who have completed one or more courses in an old subject matter program by September 1, 2001, may complete that program and be recommended for a credential provided that these students also complete all requirements for the subject matter program (not necessarily the credential) by September 1, 2004.
- (2) Students who have not completed any courses in an old program by September 1, 2001, should be advised that after that date they should not take courses that are part of the old program (unless those courses are also a part of a new program). Instead, they should enroll in courses that are part of the new program. In many cases, the two programs will have some courses in common.
- (3) It may be necessary for some students to enroll in “new program courses” prior to the approval of the new program. Institutions may recommend these students for Single Subject Teaching Credentials even if the students have completed part of a new program prior to Commission approval of that program.

Once the Commission approves a new subject matter program, students who have already taken courses that are part of that program may continue to take courses in the program and complete the program even though they started taking courses before the program was approved by the Commission. Because of the flexibility of this policy, institutions should not expect to see any change in the September 1, 2001 date for the implementation of subject matter programs under the standards in this handbook.

Implementation Timeline Diagram

March 2000

Colleges and universities may begin to present program proposals for review by the Commission's Subject Matter Program Review Panel.

2000-2001

Once a program is approved under the standards, students who were not previously enrolled in the old program should enroll in the new program.

September 1, 2001

After this date, no new students should enroll in an old program, even if a new program in home economics is not yet available at the institution.

2001-2002 and 2002-2003

The Commission will continue to review program proposals. Prior to the approval of new programs, students may enroll in "new program courses" that meet the standards.

September 1, 2004

Final date for candidates to complete subject matter programs that were approved under the Commission's old guidelines (adopted in 1983).

Implementation Handbook: Review and Approval of Subject Matter Programs in Home Economics

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Home Economics may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing a standardized assessment of their home economics knowledge and competence.

For a subject matter program in home economics to be approved by the Commission, it must satisfy the preconditions and standards in this handbook. If an institution would like to offer two or more distinct programs of subject matter preparation in home economics, a separate proposal should be forwarded to the Commission for each program. For example, one program in home economics might have an emphasis in child development, while a second program at the same institution could be a more general program without a particular emphasis. Alternatively, one program might be a general program in home economics, while the second program could add an emphasis in one of the home economics occupational concentration areas.

The Commission is prepared to review subject matter program proposals beginning on March 1, 2000. Prior to that date, the Commission's professional staff is available to consult with institutional representatives, and to do preliminary reviews of draft proposals (see page 66 for details).

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution. It should provide the following information:

- The subject for which approval is being requested (home economics).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially "enroll" in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

If an institution plans to submit proposals for two or more programs in home economics, the Statement of Intent should include this essential information for each program, and should indicate whether or not the programs will have distinct emphases.

The Program Proposal Document

For each program, the institution should prepare a program proposal that includes a narrative response to each precondition and standard on pages 13 through 34. Please provide six (6) copies of each program document.

Preconditions. A narrative section of the proposal should explain how the program will meet each precondition on page 13. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the basic core component of the program (Precondition 2) and the same information about each course in the breadth and perspective component (Precondition 3). The proposal must also include brief course (catalog) descriptions of all required and elective courses.

Standards. In the major part of the program document, the institution should respond to each Standard of Program Quality and Effectiveness on pages 14 through 34. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. Examples of how particular elements of the standard are accomplished are particularly useful. An institution's program proposal should include syllabi of required and selected elective courses, along with other supporting documentation to serve as "back-up" information to substantiate the responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of factors to consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must meet all the factors in order to fulfill a standard. (For added information about factors to consider, please see pages 6 and 12.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the "organizers" or "headings" for responding to a standard. Institutions are also encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook. The quality of a proposal may be enhanced by information about "additional factors" that are related to the standards but do not coincide with any of the adopted factors.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program proposals for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be clear and meaningful to the external reviewers. Program documents may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed proposal. Preliminary review is voluntary; its purpose is to assist institutions in preparing program documents that can be reviewed most expeditiously in the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a quality review (based on the standards) by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the proposal to the institution with specific information about the lack of compliance. Such a proposal may be resubmitted once the compliance issues have been resolved. In a few circumstances, the staff may seek the advice of the Subject Matter Program Review Panel concerning the appropriateness of proposed coursework to meet a particular precondition.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the institutional representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be resubmitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted proposal rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program proposal, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six standards for programs in *all* single subject disciplines.

- Standard 1 - Program Philosophy and Purpose
- Standard 13 - Diversity and Equity in the Program
- Standard 15 - Coordination of the Program
- Standard 16 - Student Advisement and Support
- Standard 17 - Assessment of Subject Matter Competence
- Standard 18 - Program Review and Development

These six standards are referred to as common standards because they are essentially the same in all subject areas.

An institution's program proposal in home economics should include subject-specific responses to Standards 1 and 13, along with subject-specific responses to the other curriculum standards in Category I (see pages 15 through 30). An institution's program proposal in home economics *may* also include a unique response to Standards 15, 16, 17 and 18. Alternatively, the institution *may* submit a "generic response" to these four common standards. In a generic response, the institution should describe how subject matter programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution's generic response is approved, it would not be necessary to respond to the four standards in the institution's program proposal in home economics, or in any other subject.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in home economics, and their knowledge of home economics curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of home economics education experts, and other professional organizations. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's Teacher Preparation and Assessment Advisory Panels may be selected to serve on Program Review Panels.

In home economics, each program proposal is reviewed by at least one professor of home economics, at least one secondary school teacher of home economics, and a third Review Panel member who is either another professor, or another teacher, or a curriculum specialist in home economics.

The Program Review Panel is trained by the Commission's staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The training also includes analysis of the Common Standards. The reviewers of home economics programs are trained specifically in the consistent application of the subject-specific standards in home economics.

Subject Matter Program Review Panel Procedures

The Subject Matter Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Whenever possible, Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary.

Review Panel meetings usually take place over three days. Meetings typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.
- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Subject Matter Program Review Panel Reports

Normally, the Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Review Panel report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss such a report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the Review Panel gives responsibility for reviewing the resubmitted proposal to the staff.

Further Information and Communications Related to Standards, Programs, and Program Reviews

Regional Workshops for Colleges and Universities

Following publication of this handbook, the Commission will sponsor regional workshops to assist institutions in understanding and implementing the new standards. The agenda for each workshop will include:

- Explanation of the intended meaning of the standards, according to a member of the Teacher Preparation and Assessment Advisory Panel.
- Explanation of the Commission's implementation plan, and description of the program review process.
- Answers to questions about the standards, and examples presented by panel members and others who are experienced in implementing standards.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program proposals (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Subject Matter Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, the executive director of the California Commission on Teacher Credentialing should be contacted.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213