

Date: April 20, 2011

To: Elizabeth Hoffman, Executive Vice President and Provost
Mike Owen, Faculty Senate Chair

From: Pamela White, Dean, College of Human Sciences

I am requesting a recommendation from the Faculty Senate at the May 3, 2011 meeting, regarding the proposal to move the program, Family and Consumer Sciences Education and Studies (FCSEdS) from the Department of Apparel, Educational Studies, and Hospitality Management to the Department of Human Development and Family Studies

Below, please find the results of the vote to move FCSEdS from AESHM to HDFS. The two department chairs did not vote. Both department chairs support the move.

Combined total from both departments:

Total Support = 38; Not support = 7; Abstaining = 3

Broken down into groups:

Tenured, tenure-track faculty in support = 24

Tenured, tenure-track faculty not supportive = 6

NTE faculty in support = 10

NTE faculty not supportive = 1

Support Staff in support = 5

Support Staff not supportive = 1

Support Staff abstaining = 3

AESHM

Total: Support = 25; Not support = 0; Abstaining = 3

Broken down into groups:

Tenured, tenure-track faculty in support = 16

Tenured, tenure-track faculty not supportive = 0

NTE faculty in support = 7

NTE faculty not supportive = 0

Support Staff in support = 2

Support Staff not supportive = 0

Support Staff abstaining = 3

HDFS

Total: Support = 13; Not support = 7, Abstaining = 0

Broken down into groups:

Tenured Faculty in support = 8

Tenured Faculty not supportive = 6

NTE faculty in support = 3

NTE faculty not supportive = 1

Support Staff in support = 2

Support Staff not supportive = 0

Ballot

Satisfied that the Policy for Academic reorganizations as stated in the Faculty Handbook section 2.7 has been adequately observed, the CHS caucus requests your consideration and vote on the transfer and administration of

The Family and Consumer Sciences Education and Studies (FCEdS) program, currently administered by the Department of Apparel, Educational Studies and Hospitality Management (AESHM) to the Department of Human Development and Family Studies beginning FY 2012.

The planning process began in 2009 involving faculty from both departments and the CHS faculty senate caucus. Two task force reports that recommended the transfer, sighting better fit , focused discussions throughout 2010-2011. Due to attrition, the program currently has no tenured or tenure track faculty associated with it. The college dean has allotted resources and faculty positions to support the program. Both Department Chairs and the CHS dean support the transfer.

Mark the position you hold and vote for one by circling your response.

Tenured faculty in AESHM_____, NTE faculty in AESHM_____, Support staff in AESHM_____.

Tenured faculty in HDFs_____, NTE faculty in HDFs_____, Support staff in HDFs_____.

YES I support the transfer of FCEdS to HDFs

NO I do not support the transfer of FCEdS to HDFs

Abstain I choose not to vote

Resulting from conversations between CHS Dean, HDFFS Chair and AESHM Chair, August through October 2010

Proposal to strengthen and streamline the FCSED and Studies Program at ISU

Background: In Spring 2009, the Family and Consumer Sciences Education and Studies (FCSED and Studies) program currently housed in the Department of Apparel, Educational Studies, and Hospitality Management (AESHM) at ISU, was reviewed by a task force appointed by Dean Pam White. The task force was to consider the charge, “What would a 21st century vibrant Family and Consumer Sciences and Studies program look like?” The report was completed April 20, 2009. Following discussion and consideration of that report, Dean White appointed an additional task force to consider program requirements and to identify efficiencies to address the current budget reversions, and also to consider student and alumni demand for program improvements in light of State and national trends for licensed FCS secondary teachers and FCS professionals. This report was completed on October 26, 2009, with specific curricular recommendations outlined in materials submitted in November 2009. See attached reports.

Overall task force recommendations: The task force recommends the FCSED and Studies program be moved to the Human Development and Family Studies Department (HDFS), citing “goodness of fit” and the large number of courses in the FCSED and Studies program currently being taught in HDFS.

Additional specific recommendations: Further discussion by the Department Chairs of AESHM and HDFS and the CHS dean’s office administrative team resulted in the recommendation that the FCSED and Studies program be evaluated by HDFS and AESHM faculty for an administrative move to HDFS. Current graduate students in the program should remain in AESHM, with the current POS committee members, until they graduate. Continuation of The GPIDEA M.S. program should be considered as a tool to assist current FCSEdS teachers and as a possible revenue source for HDFS. A new graduate program in HDFS might be considered in the future.

Proposed budget includes transfer of all current FCSEdS lecturers, plus additional resources, including funds for advising, internship coordinating, teaching and current expense. There are no current tenured or tenure-track faculty members in FCSEdS. All Foundation accounts identified for FCSEdS will be transferred.

November 5, 2009

Dear Pam,

The proposed Family and Consumer Sciences Education and Studies (FCEDS) curriculum including the three options: 1. Licensure, 2. Communication, and 3. Professional Studies, can be seamlessly transitioned into the department of Human Development and Family Studies (HDFS). Course content in some FCEDS courses is reorganized to meet the licensure option requirements. The FCEDS cross-listing of some courses with HDFS will allow the FCEDS program to maintain its integrity. This action recognizes the importance for FCEDS program identity on transcripts, degree designations, and diplomas and also truth in message of program continuance. The traditional use of cross-listing described in the 2009-11 ISU bulletin states, "A course, including its complete description may be listed in two or more departments....". Because of pending mergers the words "or programs" should be added. When I spoke with the registrar's office regarding such a change there seemed to be agreement. The use of dual-listed course designators is limited to like courses taught simultaneously for both undergraduate and graduate credit. Hence the use of cross-listing is suggested for selected courses in the proposed curriculum recognizing the specified courses would be taught simultaneously by one instructor in one same room but allowing both FCEDS and HDFS course designator. Course descriptions would need to be tightened to reflect sameness and the numbers might need to be changed depending on the registrar decisions regarding use of cross-listing post programs mergers.

The proposed FCEDS curriculum easily allows students to complete declared minors offered in HDFS: Child, Adult, and Family Services, and Family Finance, Housing and Policy as well as any other college or university minor. Those of particular interest to the FCEDS Communications option are found in journalism and English. FCEDS Licensure students will take the required coursework to meet the Family Finance, Housing and Policy minor requirements, but could not declare the minor as double counting is disallowed. Acknowledging however that the proposed FCEDS licensure program is strengthened with this level of content in Family Finance elevates graduates' career options in both formal and informal teaching arenas. It is also important to note that Child, Adult and Family Services, and Family Finance, Housing and Policy majors may declare a minor in FCEDS. This seems particularly useful as many of these students are interested in informal teaching situations and seek association credentialing such as the Certified Family Life Educator (CFLE) through National Council on Family Relations or agency specified informal teaching skills like those needed in financial counseling or many human service sector positions.

In summary, the proposed FCEDS curriculum does show efficiencies by deleting courses, reorganizing content into current courses through credit changes, cross-listing courses and limiting additions to match existing HDFS courses and designating courses in Curriculum and Instruction to meet licensure orientation and field experience.

The task force respectfully submits the attachments for your consideration and use as you address program realignments and budget reversions.

Sincerely,

Margaret Torrie, Chair FCEDS Program Efficiencies Task Force,

David Whaley, Associate Dean College of Human Sciences,

Leah Kino, FCEDS Assistant Professor,

Betty Trost, FCEDS Lecturer

Family and Consumer Sciences Proposed Program of Study

General Education

Credits	Course	Title
9.5	COMMUNICATIONS and LIBRARY	
3	ENG 150	Critical Thinking & Communication
3	ENGL 250	Written, oral, visual, & electronic composition
3	Select from:	
	COM ST 102	Introduction to interpersonal communication
	COM ST 214	Professional communication
	COM ST 218	Conflict management
	SP CM 212	Fundamentals of public speaking
	SP CM 2312	Business & professional speaking
0.5	LIB 160	Library instruction
9–10	NATURAL SCIENCES and MATHEMATICAL DISCIPLINES	
3–4	Select a course from the mathematics disciplines	
3	BIOL 101 or	Introductory biology
	BIOL 155	Introduction to Human Body
3	Select additional courses in Natural Sciences	
9	SOCIAL SCIENCES	
3	ECON 101	Principles of microeconomics
		World food issues: Past and present
3	FS HN 342	
3	PSYCH 230	Development psychology
	HUMANITIES	
9	Select from approved humanities list	

Sub Total 36.5 (36.5-37.5)

FAMILY AND CONSUMER SCIENCES EDUCATION AND STUDIES CORE

FCEDS 111	Orientation	1	
HD FS 183x	Personal finance early adult	1	
H S 215	Drug education	3	Already counted
HD FS 239	Housing and consumer issues	3	
HD FS 276	Human sexuality	3	
HD FS 283	Family financial management	3	
	World food issues: past and present		
FS HN 342		3	
		17	Total

OPTION 1 – TEACHER LICENSURE

1	FCEDS 111	Orientation
3	C I 202	Digital learning in the 7–12 classroom
3	C I 204	Social foundations of American education
0	C I 219	Orientation to teacher education (required – no credit)
1	C I 280A	Pre–student teaching experience

3	CI 333	Educational psychology
3	CI 406	Multicultural foundations of school and society
3	CI 426	Principles of secondary education
1	FCEdS 206	Professional roles in FCS
4	FCEdS 306	Educational principles for FCS
3	FCEdS 318	Occupational programs
4	FCEdS 413	Curriculum planning and assessment for FCS and Family Life Education
3	FCEdS 500M	Textile selection and apparel construction methods Supervised teaching in vocational
16	FCEdS 417A/B	FCS
1	FS HN 104	Introduction to professional skills in culinary science
3	FS HN 111	Fundamentals of food preparation
3	FS HN 167	Introduction to human nutrition
3	HS 215	Drug education
1	HD FS 183x	Personal finance early adult
3	HD FS 239	Housing and consumer issues
3	HD FS 276	Human sexuality
3	HD FS 283	Family financial management
3	HD FS 341	Housing finance and policy Parenting and family diversity
3	HD FS 349	issues
3	HD FS 395	Children, families, and public policy
3	HD FS 483	Advanced family financial management
3	Select from:	
	HD FS 220	Development and guidance: Birth to 2 years
	HD FS 221	Development and guidance: 3–8 years
	HD FS 223	Development and guidance: Birth–8 years (www)
3	Select from:	
	HD FS 226	Development and guidance: Middle childhood
	HD FS 227	Adolescent development Teaching secondary students with
3	SP ED 450	exceptionalities
3	TC 204	Textile Science I

Sub Total	92
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General Ed	36.5
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Total	
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Licensure	128.5
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OPTION 2 – COMMUNICATIONS

1	FCEDS 111	Orientation
3	FS HN 167	Introduction to human nutrition
1	HD FS 183x	Personal finance early adult
3	HS 215	Drug education
2	HD FS 218	Professional orientation and service learning
3	HD FS 239	Housing and consumer issues
3	HD FS 240	Literature for children
3	HD FS 269	Research in human development and family studies
3	HD FS 276	Human sexuality
3	AESHM 287	Principles of management in Human Sciences

3	HD FS 283	Family financial management
3	ENGL 302	Business communication
3	JL MC 305	Publicity methods
3	FCEdS 306	Educational principles for FCS
3	ENGL 314	Technical communication Parenting and family diversity
3	HD FS 349	issues
3	HD FS 367	Abuse and illness in families
3	HD FS 395	Children, families, and public policy
3	HD FS 445 or	Administration of programs for children
	HD FS 486	Administration of programs for families
3	HD FS 449	Linking families and communities
6	Select from:	
	JL MC 220	principles of public relations Introduction to visual culture
	DsnS 292	studies Contemporary magazine
	JL MC 341	publishing Media ethics, freedom,
	JL MC 462	responsibility
	JL MC 476	World communication systems
	JL MC 477	Ethnicity, gender, class, and the media
3	JL MC 342	Visual principles of mass communication
3	JL MC 342L	Lab in basic visual principles
9	HD FS 491	Internship
16-17	Electives	

Sub Total	92	(92-93)
General Ed	36.5	
Total Comm- Opt.	128.5	

OPTION 3 – PROFESSIONAL STUDIES

FCEDS 111/HDFS

1	111	Orientation
3	FS HN 167	Introduction to human nutrition
1	HD FS 183x	Personal finance – early adult
3	H S 215	Drug education
2	HD FS 218	Professional orientation and service learning
3	HD FS 239	Housing and consumer issues
3	HD FS 269	Research in human development and family studies
3	HD FS	276 Human sexuality
3	HD FS 283	Family financial management Parenting and family diversity
3	HD FS 349	issues
3	HD FS 367	Abuse and illness in families
3	HD FS 395	Children, families and public policy
3	HD FS 445 or	Administration of programs for children
	HD FS 486	Administration of programs for families
3	AESHM 474 or	Entrepreneurship in Human Sciences
	MGMT 310	Entrepreneurship and innovation

- 3 Select from:
 - HD FS 341 Housing finance and policy
 - HD FS 483 Advanced family financial management
 - HD FS 488 Family in the economy
- 3 Select from:
 - PHIL 340 Aesthetics
 - AESHM 342 Aesthetics of everyday experience
 - T C 362 Cultural perspectives in clothing and textiles
- 6 Select from:
 - Introduction to visual culture studies
 - DsnS 292
 - ENGL 302 Business communication
 - JL MC 305 Publicity methods
 - ENGL 314 Technical communication
 - HD FS 449 Linking families and communities
- 9 HD FS 491 Internship
- 16–20 Select from College of Human Sciences
- 12 Select from Natural Sciences, Social Sciences, Humanities, Art and Design
- 6–7 Electives

Sub Total	92	92–98
General Ed	36.5	
Total ProfS-Opt.	128.5`	

Family and Consumer Sciences Education and Studies

Task Force to recommend Curriculum Efficiencies

Final Report

October 26, 2009

Task Force Members

Margaret Torrie, Chair, Associate Professor, CHS
Human Development and Family Studies
Former faculty member in Family and Consumer Sciences Education and Studies

David Whaley, Associate Dean
College of Human Sciences

Leah Keino, Assistant Professor
Family and Consumer Sciences Education and Studies

Betty Chamness Trost, Lecturer, CHS
Family and Consumer Sciences Education and Studies

Background

The Family and Consumer Sciences Education and Studies (FCSED & Studies) program at Iowa State University was reviewed spring 2009 at the request of Pamela J. White, Dean of the College of Human Sciences considering the charge "What would a 21st century vibrant Family and Consumer Sciences Education and Studies program look like? That task force submitted to her a final report April 20, 2009. Following discussion and consideration of that report, Dean White appointed the present task force to consider program requirements and identify efficiencies to address current budget reversions and also student and alumni demand for program improvements in light of State and national trends for licensed FCS secondary teachers and FCS professionals. We reviewed the current FCSED & Studies curriculum looking for ways to "Do it better with less."

The task force has met throughout the fall and also worked with University Teacher Education staff, Hina Patel and Linda Reindl to be sure national, institutional and State of Iowa Department of Education requirements were being considered and compliance would be met.

Curriculum discussions involve course and program details. This task force looked for efficiencies which evolved into discussions directing goodness of fit for the undergraduate curriculum Family and Consumer Sciences Education and Studies' three options: 1. Teacher Licensure, 2. Communications, and 3. Professional Studies. Because a large number of courses in the curriculum are taught in the Human Development and Family Studies (HDFS) department and a large number of HDFS faculty hold at least one degree in FCSED (formerly Home Economics Education or a

teaching license with a K-6 teaching level, the HDFS department holds the most promise as the designated FCSED & Studies program home. On this basis, the following conclusions were made.

Conclusions

Regarding Option 1: FCS Teacher Licensure

The HDFS department offers the best environment to house education and licensure programs that draw from multiple licensure national and State content categories. For Family and Consumer Sciences Education those areas are Human Development, Parenthood Education, Family Studies, Consumer Resource Management, and Housing. Other necessary program inclusions are Human Sexuality and Iowa Department of Education 21st Century Skills in Personal Finance and Consumer Resources. Two remaining content requirements are in separate departments. Textiles and Apparel is offered in the Department of Apparel, Educational Studies, and Hospitality Management (AESHM) under the designator TC and Foods & Nutrition is offered in the Food Science & Human Nutrition department. One last course deemed necessary is Drug Education, HS 215 offered by the Kinesiology department.

National and State requirements for courses in the Professional Core are met by course offerings in Curriculum and Instruction and FCSED & Studies. It is important to note that program planning, methods, and assessments content, must be taught in content specific courses. Hence general methods taught in Curriculum and Instruction as institutional requirements are in addition to those mandated in FCSED& Studies for national and State FCS licensure.

Licensure requirements are divided into two areas: level and content. The addition of the FCS licensure program to the HDFS department would mean that all levels, pre-K, primary, (elementary through grade 3) and secondary (grade 5-14) would be together in one department offering a broader range of delivery interests for future instruction, research and practice. This would also compliment and strengthen the life span development perspective in HDFS.

Regarding Option 2 & 3: FCS Communication; and Professional Studies:

The HDFS department also offers the best environment to house Option 2: Communications and Option 3: Professional Studies. Because Family and Consumer Sciences is a broad and generally applied disciplinary field, the wide variation in course content offerings in HDFS presents the logical home. Common course requirements are found in Professional Studies, Communications and in the HDFS majors Child Adult and Family Services (ChFS), and Family Finance Housing and Policy (FFHP). It is feasible for FCSED & Studies students to complete minors in these curricula. Conversely, a minor in FCSED & Studies could be completed by students majoring in ChFS, or FFHP.

Regarding the FCSED and Studies Curriculum: Options 1, 2, & 3

Professional student development is accomplished by course work and through professional association membership and leadership opportunities. The FCSED methods course has met the National Council on Family Relations' (NCFR) methodology requirement for program certification leading to Family Life Educator (FLE) credential for more than 25 years. Many HDFS and FCSED &

Studies students are interested in this professional certification program. The American Association of Family and Consumer Sciences now offers credentialing in CFCS and HDFS and will offer Consumer Finance by 2010. These opportunities further bind the connection to HDFS and suggest future strengthening of the undergraduate and graduate majors through shared activities and association relationships that can suggest combination of student member clubs and related faculty activities.

Undergraduate program requirements for FCSED & Studies in the 2011-13 catalogue are being identified with detailed recommendations for efficiencies from this taskforce forthcoming. The program would be implementable under the 2009-11 catalogue with proper authorization. These recommendations focus on FCSED & Studies course and program changes that could be offered with one full time teaching equivalent (FTE) and supplemental staff for advising, and supervision of student teaching and internship courses.

Finally, this task force respectfully requests that the **recommendations of the April 20, 2009 report** be reconsidered after the current budget reversions have been met.

13.18(272) ORIGINAL TEACHING SUBJECT
AREA ENDORSEMENT
GRADE LEVEL: 5-12 Family and Consumer
Sciences-General

DATE OF PROGRAM:

September 2009

(1) Baccalaureate degree from a regionally accredited institution

STATE REQUIREMENTS	INSTITUTIONAL REQUIREMENTS: Course(s) for Demonstrating Competencies
(2) Human relations component	C I 406/506 Multicultural Foundations of Schools and Society: Introduction
(3) Exceptional learner program	FCEdS 306/508 Educational Principles for Family and Consumer Sciences Sp Ed 450/501 Teaching Secondary Students with Exceptionalities in General Education
(4) Professional Core	
a. Student learning	C I 333/529 Educational Psychology FCEdS 306/508 Educational Principles for Family and Consumer Sciences
b. Diverse learners	C I 406/506 Multicultural Foundations of Schools and Society: Introduction Sp Ed 450/501 Teaching Secondary Students with Exceptionalities in the General Education Classroom
c. Instructional planning	C I 426/526 Principles of Secondary Education FCEdS 306/508 Educational Principles for Family and Consumer Sciences
d. Instructional strategies	C I 426/526 Principles of Secondary Education FCEdS 306/508 Educational Principles for Family and Consumer Sciences
e. Learning environment/ classroom management	C I 426/526 Principles of Secondary Education
f. Communication	C I 406/506 Multicultural Foundations of Schools and Society: Introduction **FCEdS 206 Professional Roles in Family and Consumer Sciences

g. Assessment	C I 333/529 Educational Psychology FCEdS 413/507 Curriculum Planning for Family Life and Vocational Family and Consumer Sciences
h. Foundations, reflection and professional development	C I 204/HPC 504 Foundations of American Education
i. Collaboration, ethics and relationships	C I 406/506 Multicultural Foundations of Schools and Society: Introduction FCEdS 413/507 Curriculum Planning for Family Life and Vocational Family and Consumer Sciences Sp Ed 450/501 Teaching Secondary Students with Exceptionalities in the General Education Classroom
j. Computer technology related to instruction	C I 202/505 Digital Learning in the 7-12 Classroom
k. Pre-student teaching field-based experiences	**FCEdS 206 Professional Roles in Family and Consumer Sciences C I 280A Pre-Student Teaching Experience: Teacher Aide (2 cr = 48 hrs) FCEdS 306 Educational Principles for FCS (w/24 hr lab) FCEdS 318 Occupational Programs (2 hr lab) FCEdS 413 Curriculum Planning and Assessment for FCS and Family Life Education (12 hr lab)
l. Methods of teaching with an emphasis on the subject area and grade level endorsement desired	FCEdS 306/508 Educational Principles for Family and Consumer Sciences FCEdS 500M Textile Selection and Apparel Construction Methods
m. Student teaching in the subject area and grade level endorsement desired	FCEdS 417 Supervised Teaching in Family and Consumer Sciences (16 cr)
(5) Reading in content areas (secondary only)	FCEdS 306/508 Educational Principles for Family and Consumer Sciences

(6) Content/subject matter specialization. See exhibit sheets for institutional requirements for individual endorsements.

**Post-baccalaureate students do not take FCEdS 206. They will write concept of family and consumer sciences paper. (REVISE w/field experience hours)

11/10/09

Family and Consumer Sciences Education and Studies Task Force

Final Report

April 20, 2009

Task Force Members

Margaret Torrie, Chair, Associate Professor
Human Development and Family Studies
Former faculty member in Family and Consumer Sciences Education and Studies

Betty Chamness Trost, Lecturer
Family and Consumer Sciences Education and Studies

Chuck Achter, Lecturer
Curriculum and Instruction
Former Secondary Public School Principal

Sedahlia Jasper Crase, Professor
Human Development and Family Studies

Suzanne Hendrich, Professor
Food Science and Human Nutrition
Former Associate Dean, College of Family and Consumer Sciences

Background

The Family and Consumer Sciences Education and Studies (FCSEDS) program at Iowa State University has a long history of excellence and a national and international reputation as a leader (Program Review Report, 2008). Iowa State University has been recognized as having the first such program at a land grant institution in the United States. For decades it held the reputation of having the strongest program in the country. Many of the College of Human Sciences alumni are graduates of the program formerly named Home Economics Education and remember fondly their days as students at Iowa State University.

Currently the undergraduate curriculum Family and Consumer Sciences Education and Studies has three options: 1. Teacher Licensure, 2. Communications, and 3. Professional Studies.

The Teacher Licensure option is not providing the number of Family and Consumer Sciences (FCS) teachers to meet the needs of the Iowa secondary level school districts. Middle and high school FCS teachers in Iowa total 623 who are employed in 359 school districts out of 362. The high school FCS programs impact 45,000 students each year and when viewed along with FCS middle school required introductory course and elective specialized courses, 98% of the schools in Iowa offer Family and Consumer Sciences programs. The secondary FCS curricula includes content in child development, family living and parenting, clothing and textiles, foods and nutrition, financial management, and vocational preparation for career exploration and entry level employment. In addition to the middle and secondary schools in Iowa, technical and community colleges also employ graduates from the program. And of course, many of the graduates leave the state for reasons related to their personal and professional plans. The State of Iowa has responded to this shortage of FCS teachers and identified FCS as a shortage area; currently the State of Iowa provides incentives such as forgivable loans to aid in recruitment and has addressed supply and demand concerns centered on data indicating 20-25 teacher retirements each year, and another 30-35% of the non-retirees leaving teaching or moving to other teaching sites. The FCS secondary curriculum based on national content standards and benchmarked to Iowa FCS curriculum is articulated with FCS curriculum in Iowa's community colleges. Under the Iowa Postsecondary Enrollment Options Act up to 12 semester credits in early childhood, culinary/hospitality, fashion

merchandizing, human services, interior design, adult roles & financial literacy, and parenting & family relationships can be taken for college credit by a high school student from a qualified FCS teacher. Further, Iowa has mandated a core curriculum with 21st Century skills. One of the areas that will be required in high schools by 2010 is financial literacy. Because FCS teachers are responsible for teaching this content, additional teachers will be in demand.

The second option, Communications, and the third option, Professional Studies in the Family and Consumer Sciences Education and Studies curriculum offer opportunities for graduates to apply their skills in working with children, youth, and adults in the educational arenas of Extension, governmental and non-governmental organizations, social services agencies, community organizations, Family and Consumer Sciences journalism, and education-related entrepreneurial activities as well as other non-traditional settings such as prisons, detentions and shelters, and group homes. The demands for these graduates also exceed the supply.

The three options in the curriculum are closely tied with some flexibility in requirements such that students may elect to designate more than one option or change their option designation within the curriculum and still graduate within their expected time frame. This flexibility helps them maximize their expected professional employment opportunities. The demand for graduates in the Communications and Professional Studies options also exceeds the supply. Because public interest is high in subject areas studied by Family and Consumer Sciences Education and Studies students, employment opportunities are expected to increase in number. The time is right to build and market this curriculum.

Task Force Charge

Pamela J. White, Dean of the College of Human Sciences, made the following Task Force charge:

What would a 21st century vibrant Family and Consumer Sciences Education and Studies program look like? The charge to this task force is to view the program and outline what is needed to strengthen it to reclaim its lead in having a high quality, visionary, and timely program that supports excellent courses and scholarly activities.

Context

As the task force reviewed the charge and the information that we were able to obtain, we arrived at a set of parameters/current understandings/contextual dynamics. These are:

1. Iowa State University is a public land-grant university with limited and declining resources.
2. Demand for FCS educators continues to exceed current supply.
3. Iowa State University's Family and Consumer Sciences Education and Studies program must continue to meet federally mandated content standards, and pedagogical standards adopted by national professional organizations in this field.
4. Due to the educational breadth and quality of experiences held by graduates of the program, employers find them attractive as employees in fields ranging well beyond those traditionally associated with Family and Consumer Sciences. Career opportunities are not limited to licensed public school FCS teaching. They also include Extension education, residential programs, social service agencies, non-governmental non-profit organizations, community development, FCS journalism, and education-related entrepreneurial endeavors.
5. Technology advancements building on a history of equipment development,

biotechnology, computer applications, and distance education are systemic and essential to the work of Family and Consumer Sciences Education and Studies professionals in order to improve the quality of life for individuals, families, and communities.

6. Public school calendars dictate teachers' availability for continuing advanced professional development and progress toward advanced degrees during times when they are available. Similarly, FCSEDS program availability for continuing career advancement is an issue for Family and Consumer Sciences Education and Studies graduates working in other educational arenas. Yet, the Iowa State University calendar dictates to some extent the time frames within which such advanced professional development and courses for advanced degrees can be offered.

Procedures

1. The Task Force reviewed the following websites:

<http://www.cwu.edu/~fandcs/fcsea/> Family and Consumer Sciences Education Association (FCSEA).
Organization for Family and Consumer Sciences (FCS) teachers affiliated with National Education Association.

http://www.collegeboard.com/csearch/majors_careers/profiles/majors/13.1308.html College search website for Family and Consumer Sciences Education major.

<http://www.msstate.edu/school/humansciences/shshtml/FCSEd/> Sample website focusing on recruitment messages for undergraduate students interested in majoring in Family and Consumer Sciences (FCS) education; addresses the FCS teacher shortage.

<http://www.aafcs.org/FCSstandards/> National Family and Consumer Sciences (FCS) program content standards. 2nd edition.

<http://www.natefacs.org/National%20Standards%20for%20Teachers%20of%20Family%20and%20Consumer%20Sciences.pdf> National Family and Consumer Sciences (FCS) standards for beginning teachers.

http://www.teacher.hs.iastate.edu/prog_standards.php Iowa Department of Education teacher standards.

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=799 Iowa Department of Education designated teacher shortage areas.

<http://www.fccla.com> Family, Career and Community Leaders of America. Family and Consumer Sciences (FCS) related youth organization.

<http://www.iowa.gov/boee/#b> Iowa teacher license information.

<http://www.corecurriculum.iowa.gov/Home.aspx> Iowa Core Curriculum 21st Century Skills for K-12 education.

<http://www.public.iastate.edu/~registrar/info/ps-resp.html> Iowa Post Secondary Enrollment Act.

<http://www.iowafcs.com/> Iowa Family and Consumer Sciences (FCS) teacher's website and Career and Technical Education (CTE) Pathways documents.

<http://www.careerclusters.org/> 16 Career Clusters and Pathways.

2. The Task Force also utilized the following documents:
 - a. AESHM Department Academic Review Report 2008. Current department where the FCSES program is held.
 - b. Enrollment and graduation data for FCEDS Undergraduate and Graduate Program 2000-2008 (see Tables 1 and 2 below). In addition, data only available for 2008 indicate that 25 students are post-baccalaureate licensure only and not included in either table.

Table 1. Enrollment Fall Undergraduate and Graduate (2000-2008)

Year	Undergraduate	Graduate
2000	50	19
2001	49	18
2002	57	15
2003	69	24
2004	67	30
2005	56	28
2006	78	39
2007	70	39
2008	65	45

Table 2. Graduates (MEd , MS, PhD) 2000-2008

Year	Degree
2000-2001	1-PhD
2001-2002	6-MEd, 1-MS, 1-PhD
2002-2003	2-MEd, 2-MS
2003-2004	2-MEd
2004-2005	4-MEd, 1-MS
2005-2006	4-PhD
2006-2007	4-MEd, 1-MS, 4-PhD
2007-2008	5-MEd, 2-MS, 10-PhD
2008 (Summer & Fall)	3-MEd, 6-PhD

3. The Task Force also conducted focus groups with alumni, FCS teachers, current undergraduate students, first year FCS teachers, and school administrators.
4. The Task Force interviewed Iowa Department of Education program stakeholders, FCEDS faculty, and program graduates who are award winning FCS educators.
5. The following external resource people were involved:
 - Dr. Frances Smith, Emerita Professor, FCSEDS
 - Dr. Beverly Crabtree, FCSEDS alumna, former Dean, College of Family and Consumer Sciences, Emerita Professor, FCSEDS, and former President of the American Association of Family and Consumer Sciences
 - Robin Trimble White, FCSEDS alumna, Director of FCS Education program at Grandview University

- Mary Ann Adams, State of Iowa Supervisor for FCS programs
- Katlin Clancery, FCS high school student, Iowa Family, Career and Community Leaders of America (FCCLA) State President 2009
- Lisa Stange, President IFCSEP(FCS Educators for Progress Key Leader Group), FCS teacher Waukee High School, FCSEDS alumna
- Lisa Tapper, IAFCS Teacher of the Year 2005, FCSEDS alumna, and current FCS teacher in Webster City
- Valerie Betz, 2008 ISU Ph.D. FCS Education Leadership Academy graduate, FCS teacher Central Clinton High School, DeWitt, Iowa
- Kristie Kuhse , Utah FCS teacher of the year and current FCS teacher Waverly-Shellrock High School, Iowa, FCSEDS alumna
- Jerry Patterson, FCS teacher at the Fort Dodge Correctional Facility for Men, Iowa Correctional Association Teacher of the Year 2008, FCSEDS alumnus
- Andy Mogle, Iowa Teacher of the Year 2008, FCS teacher Norwalk High School, FCSEDS alumnus

Guidelines and Recommendations (Proposal to Strengthen Family and Consumer Sciences Education and Studies at ISU)

In the 21st century, a vibrant FCSEDS program will have programs at the undergraduate, post baccalaureate, and graduate levels, including and extending face-to-face and distance education efforts through existing undergraduate and graduate majors, the FCS Education Leadership Academy (MEd /MS/PhD), and GPIDEA Master's and licensure programs. This program will include:

1. A mindset that this program sees the world as its destination and Iowa its main laboratory.
2. Graduate, undergraduate, and post baccalaureate FCS licensure/endorsement students who interact with each other and with professionals in the field on shared problem-based projects.
3. Creative mentoring programs for FCS program students involving community members, external FCS professionals, and program alumni.
4. Use of innovative technology to support group meetings, student supervision and other enhanced educational activities (e.g., Polycom, Twitter, social networking, Second Life)
5. Analysis and facilitation of understanding and adoption of appropriate technology applications building on history from biotechnology, computers and information management, and distance education, in collaboration with professionals in related fields.
6. Continued and expanded emphasis on international and diversity education at all levels of these programs.
7. An energetic external FCSEDS advisory team that sustains its participation in program assessment and development.
8. Program faculty who will continue to have a strong presence in the relevant professional organizations.

Resources Needed to Re-build the Program

1. Maintain current faculty lines (2 tenure/tenure track, 1 lecturer) and make the following increases, all of which will be solely dedicated to this program:

a. Faculty lines

- Add one additional faculty member at associate or full professor status to lead the graduate program and provide vision for what FCS programs can achieve.
- Add one additional faculty member at assistant or associate professor status who will serve as a model for pre-service teachers. Attributes would include at least three years experience teaching at the middle or high school level, and recognized as an award winning state or national teacher of the year.

b. Staff lines

- Add one full time academic adviser who will advise undergraduate and post-baccalaureate students and also supervise placements of internship/practicum, and facilitate recruiting and mentoring activities, e.g., liaison with Iowa FCS teachers, advise FCSEDS Club, take exhibits to conferences (VEISHEA, IFCSEP, IAFCS, FCCLA STAR Events, FCS Update).

c. Graduate assistant lines

- Two 20 hours per week graduate assistants who will work with international activities and FCS program outreach/Extension activities.

d. Resources needed in order to maintain program visibility

- The program needs full support to participate in meetings of FCS Teacher Educators (AAFCS, NATEFACS fall Indianapolis meeting, IAFCS, and IFCSEP) and contribute to the work related to national trends; be recognized as leaders in the field.
- GPIDEA support to attend plenary meetings for FCS Teacher Education faculty/teaching staff group.
- Resources to support bringing in master teachers as guest speakers to describe their programs.

e. Resource needs in order to maintain practicum experiences

- Full support to create and maintain arrangements with Ames Middle School and Ames High School as well as schools in at least the four regional areas of Iowa (e.g., Council Bluffs, Spencer, Mason City, Cedar Rapids/Iowa City) so that students gain early field experiences in FCS teaching (in classrooms, lab settings, block scheduling, modular teaching, classroom management) and education based agency settings

f. Resource needs in order to insure marketing of the program

- Support for program website development.
- Recruitment through National Association State Administrators of Family and Consumer Sciences (NASAFACS) group to get message to public schools of the demand due to shortage of teachers.