Family and Consumer Sciences Education

Facilities Guide

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
August 2005

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

Chancellor,

I. ACKNOWLEDGEMENTS

The environment created by physical facilities is a significant factor in learning. Therefore, efforts must be made to assure the facilities support New York State Learning Standards as well as the National Family and Consumer Sciences Education Standards. A special thank you goes to the New York State Association of Family and Consumer Sciences Educators board for their foresight and direction in coordinating this project. Numerous educators listed below contributed to the development of this document to assist school districts in providing sound educational facilities and equipment for Family and Consumer Sciences Education.

****

Facilities Team – 2005

NAME	SCHOOL
Doreen L. Cechnicki	Schenectady City Schools, Schenectady
Ann M. Coleman	Niskayuna Central Schools, Niskayuna
Barbara M. Dozier	Yonkers Public Schools, Yonkers
Rosanna R. Frank	Brewster Central School District, Brewster – past president, New York State Association of Family and Consumer Sciences Educators
Jennifer S. Fritz	Mohonasen Central Schools, Rotterdam
Sheryl R. Garofano	North Syracuse Central Schools, North Syracuse
Jane G. Hawkins	North Syracuse Central Schools, North Syracuse
Geraldine M. Pace	Syracuse City School District, Syracuse
Theresa M. Phillips	Oneida Central School District, Oneida – past president, New York State Association of Family and Consumer Sciences Educators
Rosemarie Z. Posillico	Burnt Hills-Ballston Lake Central Schools, Glenville
Charlene G. Reagan	Mamaroneck Union Free School District, Mamaroneck
Anne C. Root	Massena Central Schools, Massena
Carol G. Ruby	Rochester City School District, Rochester
Dawn B. Scagnelli	Scotia Glenville Central Schools, Scotia
Linda G. Traynor	Pittsford Central Schools, Pittsford
Shirley H. Ware	North Syracuse Central Schools, North Syracuse – President, New York State Association of Family and Consumer Sciences Educators - Facility Guide Team Coordinator
Linda M. Zakrzewski	Buffalo Public School District, Buffalo

FOREWORD

The Office of Curriculum and Instructional Support is responsible for implementing and supervising the Family and Consumer

TABLE OF CONTENTS

INTRODUCTION

The architectural space sets the educational tone and is the first impression students receive when they enter the environment of a Family and Consumer Sciences facility. The space must be safe

Part I

THE CURRICULUM

The Curriculum

The Family and Consumer Sciences Curriculum contains a strong emphasis on developing Process Skills in Career and Technical Education Content Areas. The framework includes:

Grades 5,6,7,8 — Home and Career Skills Course (3/4 – 1 unit)

This course focuses on the process skills of communication, leadership, management and thinking within the context of career development, clothing management, community connections, consumer resource management, family, financial management, human development, interpersonal relationships, nutrition and wellness, and personal environment management. It is recommended that instruction be 75 percent hands-on learning experiences.

Grades 9-12 — Career and Financial Management Course (1 unit)

This course is required as part of every Career and Technical Education (CTE) program including five-unit CTE programs used as a substitution for the additional two units of foreign language needed for the Regents diploma with advanced designation. The Career and Financial Management content can be met either as a separate course or integrated into other courses in a CTE sequence. A hands-on approach is integral to the program.

Part A of the Career and Financial Management half-unit course provides

Grades 9-12

Family and Consumer Sciences Clusters These clusters are the Family and Consumer Sciences, Career and Technical Education (CTE) program that can be used in a five-unit CTE program as a substitution for the additional two units of foreign language needed for the Regents diploma with advanced designation. In addition these courses are also used to fulfill academic and elective commencement requirements.

Home and Personal Management Sequence focuses on personal, family, community living and working in a diverse global society.

Human Services and Family Studies Sequence contains content information, practical skills, and career exploration related to growth and development throughout the human life cycle. A critical part of this program is direct experience with people of all ages, particularly young children.

Due to the nature of all programs, the availability of a wide variety of instructional media, technology, and computer equipment will greatly enhance the effectiveness of instruction. All classroom areas should be designed to accommodate the use of such equipment.

Effective Learning Environment

Factors Influencing Space Planning

Whether or not a facility can provide an environment conducive to learning depends upon three interdependent factors:

the relative time to be devoted to teaching strategies;
equal access for all students; and
the degree to which a space is used for a specialized purpose, such as commercial food preparation, vis-à-vis the multipurpose use of the same space.

Learning Modes

The three typical learning modes – individual learning, interactive learning, and reactive learning are included in the various teaching strategies. Each of these modes requires a different kind of space.

Individual learning requires adequate space as dictated by the learning activity. Students learn by active involvement in the application of processes. The teacher assists and acts as facilita.024 6 s and acts as fu612 79.49ilita.024

Part II

THE SPACE

The facilities should ensure safety, exemplify the principles of good management and convey an

Location

In determining the placement of the Family and Consumer Sciences facility within the school building, it is important to consider the relationship of this program to other programs, accessibility by persons involved in the program, proximity to service facilities such as lavatory and locker areas, and the ways in which the equipment and storage must be shared. For convenience in the delivery of supplies and the installation of equipment, an easily accessible street level floor location, ramps and elevator are recommended, if a first floor location is not possible. Ease of access for special groups, such as young children, older adults, and disabled people, is desirable for optimum use of the facility.

Space Allocation for All-Purpose Room

A minimum of 1200 square feet is recommended in each all-purpose Family and Consumer Sciences classroom. This space should accommodate a recommended maximum class size of 24 students (50 square feet per student). These measurements do not include storage space. If one centralized storage area is to contain laundry equipment, instructional media equipment, supplies, and portable equipment of various kinds, an additional area of up to 200 square feet would be considered practical.

Space Allocations for Specialization Courses (Square Feet)

Cluster

Windows

Window treatments should allow for the control of natural light and ventilation and are required to be fire resistant. Opaque, darkening shades should be available in rooms where audiovisual equipment will be used. If draperies or blinds are to be used, aesthetics and safety should be considered along with ease and cost of maintenance. Energy conservation features should also be a factor.

Utility Systems

Coordination of basic systems such as heating, ventilation, windows, exhaust fans, air conditioning, and lighting is essential at the design stage. Architects and engineers should ensure maximum efficiency, convenience, and safety as well as compliance with the applicable codes.

In planning heating, ventilation, and air conditioning, year round use as well as seasonal use must be considered. Clearance for vents from the heating and cooling system must be maintained at all times. Equipment and other large objects should not block the passage of air. Special attention must be given to areas in which an excess of heat, fumes, and/or moisture is produced and exhaus

Part III

CLASSROOM FURNITURE AND EQUIPMENT

The type of equipment found in homes and businesses in the community provides a useful standard for selection of furnishings for the school facility. In addition, classroom equipment must demonstrate a reasonable range of current technological possibility. The quality should be good enough to ensure ease of operation and maintenance and the ability to withstand the wear and tear of heavy use.

There should be harmony in the total plan, but a variety of styles, models, materials, finishes, and features should be used to illustrate alternative choices.

The keys to good selection are versatility, simplicity, and functional design.

Ease and cost of upkeep, including renovation and repair, should be considered in addition to the original cost.

Traffic flow and activity patterns should be considered in the placement of permanent fixtures and in the location of storage.

Permanent heavy equipment and cabinets should be arranged against a wall, with a minimum of fixed installations projecting into the classroom.

Portable furniture and equipment should be both lightweight and durable.

The Instructional Area

The instructional area or classroom is made up of four work centers: the presentation/demonstration center, the instructional media center, the teacher work center, and the laboratory facilities and equipment.

The presentation/demonstration center should be convertible for large or small group activities.

Housing & Environment: Laboratory Facility

This facility should be furnished with tables that can serve as working surfaces for the study of housing and interior design, furnishings, as well as the design and management of personal living space. Simulations, models, instructional media, technology, and community resources can be used to augment instruction. A range of housing, environment, and interior design tools and supplies, as well as art and design materials, should be available.

Human Services and Family Studies: Laboratory Facility

This facility should be furnished with tables and chairs that will be used for the study of Human Services and Family Studies. The focus is on human development, interpersonal skills and relationship skills across the life span. Students will learn by using the literature in the field, case studies, observations, instructional media, speakers, and the community. They will explore contemporary issues, examine the family, and analyze the role of the adolescent in their continually changing personal world including family, community, and work environments. This topic requires open space, multipurpose furniture for the personal interaction across the life span, and state-of-the-art instructional media and technology capabilities. There should be access to food preparation facilities and human observation across the life span. Additional resources might include a range of age appropriate books and interactive toys and manipulative materials, objects, and equipment.

Textiles, Design, and Apparel: Laboratory Facility

This facility should be furnished with tables that can serve as working surfaces with portable sewing machines, sergers, and/or specific cabinetry designed for sewing machines. In addition, a selection of state-of-the-art equipment, supplies and materials

The following materials, equipment, and access are recommended:

1. An adequately equipped instructional area is essential. Ideally, it is part of the laboratory space and includes a management center where planning, organizing, and accounting are done. A desk and chair, file cabinet, telephone, and computer are necessary furnishings.
2. Easy access to laundry facilities and storage is necessary.
3. A fire blanket, fire extinguishers of appropriate type(s), and a first-aid kit must be housed in each laboratory.
4. An appropriate array of equipment, tools, and accessories should be available to furnish these work centers. Facility planners should seek out the recommendations of teachers who will be implementing the curriculum, so that appropriate choices can be made.
5. It is advisable to select representative brands and models of equipment, so that students can compare and evaluate various features.

Human Services and Family Studies Laboratory

This facility will be used by students enrolled in the Human Development Core, the specialized courses in the Human Services and Family Studies cluster, and may be used by other Family and Consumer Sciences specialized courses.

Much of the content of the Human Services and Family Studies courses does not require fixed laboratory equipment. The focus is on human development and relationship skills. Students will learn by using the literature in the field, case studies, observations, instructional media, speakers, and the community. They will explore contemporary issues, examine the family, and analyze the role of the adolescent in their continually changing personal world, including family, community, and work environments. They will practice interpersonal skills such as how to relate to one another, children, and adults across the life span. These courses require open space, multi-purpose furniture, and state-of-the-art instructional media, and technology capabilities.

A laboratory or community setting is critical to learning experiences for content, focusing on human development and relationship skills across the life span. Opportunities for students to work with young children or individuals across the life span for significant blocks of time, on site, in a child care laboratory or in a nearby community facility, lead to career competencies related to Human Services and Family Studies.

The following recommendations apply to school settings where high school students will gain experience with infants and young children in an early childhood environment.

1. The laboratory space should be arranged and equipped with attention to the needs of the student learners and the needs of the young children who will participate.
2. Work centers can be created by moving equipment and furniture around in various groupings. For example, a creative play center can become a snack center by simply clearing and rearranging tables. Spaces can be determined by function.

3. The instructional classroom area should be adjacent to the play area.
4. The laundry/storage area and food preparation area must be convenient to the play area.
5. Bathroom facilities for young children must be accessible.
6. Alternative environments for working with children of varying ages may be located in elementary schools, private and public early childhood centers, or other community settings.
7. The following guidelines describe the furnishings and equipment of a typical early childhood program.

A carpeted area is desirable for "circle time" or quiet play and is strongly recommended. Wood or vinyl flooring are satisfactory options.

Lightweight, movable, child-sized tables constructed of materials easily maintained and sanitized and sturdy chairs are necessary. Numbers depend upon program size.

Several types of storage will be needed:

Low, open shelves for toys;
Standard closed cabinets for supplies; and
lockers or cubbies for children's coats.

Three work centers compose this laboratory:

The instructional center may be incorporated into the laboratory or be in an adjacent area, possibly shared with other instructors.

The laundry/storage center must accessible from this laboratory. In addition to the equipment already listed, the following items are recommended:

triple, full-length fitting mirror;
color draping set;
fitting stand and screen;

Department needs. For further information, contact the New York State Education Department's Office of Curriculum and Instructional Support CTE team at 518-486-1547.