



Professional Education Unit

Program Review Document 3: Program Experiences

Preparation Program: Family and Consumer Sciences Education

Degree: Bachelor of Science

Certification Level: 5-12

Preparation Level: Initial

Rank Level: Rank III

Date Submitted: February 1, 2010

Link to Undergraduate Catalog: [Undergraduate Catalog](#)

State Regulation governing this program: 16 KAR 2:010

The following WKU faculty and staff have contributed to the development of this document:

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Introduction

Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out*. Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the first "Continuous Assessment Matrix" maps out how our program attempts to live out the unit-wide assessment vision. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. Unless noted, all these assessments are collected within the unit's Electronic Portfolio and Accountability Systems and are used to guide decisions as indicated in the Transition Points described in the Program Assessment Plan. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within our program.

Furthermore, to ensure that all our program candidates work with diverse students, we have identified SEC 352 Planning for Student Diversity and the clinical field placement associated with SEC 490 and MGE 490 (Student teaching in the Secondary and Middle School) courses as the designated experience where candidates are placed in diverse settings. We determined our most diverse settings by averaging the ethnic diversity of the schools in our service area (about 11%) and selecting schools as diverse that exceed this percentage. The following courses provide additional opportunities for our program candidates to address topics related to diversity:

- SEC 352 Planning for Student Diversity – addresses teaching strategies and assessment in diverse learning environments
- CFS 311 Family Relations – addresses diversity in relation to family systems theory

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), our program has identified the following courses and experiences where we or other field observers

(e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions:

- EDU 250 – Introduction to Teacher Education
- CFS 481 – Advanced Methods
- SEC 490 Student teaching
- MGE 490 Student teaching

Program Overview

▪ *Brief Program Description*

The initial teacher preparation program in Family and Consumer Sciences Education (FCS Ed) begins the professional development process for grades 5 - 12 Family and Consumer Sciences teachers. It is committed to preparing individuals who will be successful in their various roles as professional educators and teacher leaders. Successful FCSEd teachers must be prepared to face many different situations and make informed decisions as well as become competent in communicating ideas and helping diverse students learn and grow. FCSEd students learn to teach a wide variety of content, including nutrition, child development, family relationships, family financial management, textiles and apparel, and interior design. Students are encouraged to develop a deep and sincere dedication to becoming a professional.

Each candidate in the program completes a comprehensive major in Family and Consumer Sciences Education consisting of 51 hours of specifically identified courses and 31 hours of professional education courses. These are in addition to the university required general education courses. They relate directly to the Kentucky Program of Study, The National Standards for Teachers of Family and Consumer Sciences, NCATE Standards and state certification guidelines.

Students have the option and can take 10 courses (30 hour) in the major online or face-to-face. Four courses (12 hours) must be taken on the main campus because they have a lab associated with the course. One or two of the courses in the major can be taken at the extended campus sites, accommodating a student who may not have to come to the main campus until their junior year.

▪ *Standards Addressed by Program*

The FCSEd program is aligned with the Unit's conceptual framework. Kentucky's Teacher Standards and the NCATE themes are integrated into the program and the continuous assessment process throughout the teacher education program is in place. This requires cooperation and communication between individual instructors, program faculty, and students. The continuous assessment is primarily performance based. Various performance factors are checked throughout the program. Clinical and field experiences are integrated into courses to provide contextual teaching/learning opportunities and successful matriculation through the program, which requires increasingly more authentic demonstration of the performance standards. Demonstrated performance in the field is required of all pre-teacher candidates. The KTIP evaluation process, teacher work sample, frequent observations, interaction and portfolio reviews are used during student teaching to assure attainment of the standards. Two off-campus teacher educators (supervising or cooperating teachers) and one or more on-campus teacher educator assess

performance during the student teaching experience.

There are no Family and Consumer Sciences learned society standards identified by NCATE therefore WKU's FCSEd program uses the National Association of Teacher Educators of Family and Consumer Sciences (NATEFCS) standards in the development, implementation, and evaluation of its curriculum and experiences. NATEFCS adopted national standards for Family and Consumer Sciences beginning teachers in December 2004. *The National Standards for Teachers of Family and Consumer Sciences* are unique to FCS teachers and provides an overarching model of excellence for what a beginning teacher in family and consumer sciences (FCS) should know and be able to do.

As presented, the first four standards focus on FCS content; the remaining six emphasize professional practice. In each of these two groups, the standards are arranged alphabetically. The FCS process areas of thinking, communication, leadership and management are incorporated throughout. Across all ten standards, the beginning FCS teacher demonstrates knowledge, skills, and attitudes to enable student learning.

1. Career, Community, and Family Connections

Analyze family, community, and work interrelationships, investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

2. Consumer Economics and Family Resources

Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

3. Family and Human Development

Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

4. Nutrition, Food, and Wellness

Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

5. Curriculum Development

Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

6. Instructional Strategies and Resources

Facilitate students' critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

7. Learning Environment

Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

8. Professionalism

Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy and ongoing professional development.

9. Student and Program Assessment

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

10. Student Organization Integration

Integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

Reference

National Association of Teacher Educators of Family and Consumer Sciences (2004). *The national standards for teachers of family and consumer sciences*

A. Content Standards**1. Course Descriptions**

- *Core Education Courses*

Professional Education Courses for the FCSEd program include the following 31 hours:

- EDU 250 INTRODUCTION TO TEACHER EDUCATION -- The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- MGE 275 FOUNDATIONS IN MIDDLE GRADES EDUCATION -- This course presents the philosophy, development, and curriculum of middle grades education, and through an emphasis on appropriate ethical behavior of teachers, develops generic teaching skills related to effective teaching. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
- SEC 351 TEACHING STRATEGIES FOR SECONDARY SCHOOL -- Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to

designated or assigned sites.

- SEC352 PLANNING FOR STUDENT DIVERSITY-- Designed to apply students' knowledge of teaching strategies and assessment in diverse learning environments. Field experiences in public schools are required. Students are responsible for arranging their own transportation to designated or assigned sites.
- LTCY 221 OR 444 READING IN THE MIDDLE SCHOOL -- A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle grade students. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for arranging their transportation to designated or assigned sites.
- PSY 310 EDUCATIONAL PSYCHOLOGY -- A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.
- EDU 489 STUDENT TEACHING SEMINAR -- Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.
- SEC 490 STUDENT TEACHING SECONDARY EDUCATION (5 hrs. credit) -- This is a eight week assignment in a secondary school classroom as a part of the Professional.
- MGE 490 STUDENT TEACHING MIDDLE GRADES (5 hrs. credit) -- This is an eight-week assignment and must be included with another eight- week assignment. The two eight-week assignments must represent the student's two teaching fields if the student selects the two eight-week assignments.

▪ *Core Content Courses*

To provide a foundation for the broad based learning required of teachers who make "real life" and interdisciplinary content connections, the family and consumer sciences education majors take a cluster of two to three courses in six content areas: 1) foods and nutrition, 2) textiles and apparel, 3) interior design and housing, 4) family studies, 5) child development, and FCS education. These clusters constitute the subject matter base for teaching at the middle and secondary levels. One support course in computer technology is included in the major.

Foods and Nutrition

Students take a minimum of two courses in foods and nutrition. CFS 111 Human Nutrition and CFS 151 Food Science, develop the students' knowledge of nutrition essential for human health and techniques for food production. In these courses students are exposed to the foods and food practices of other cultures as well as American subcultures. Through encounters

with these food practices students recognize the influences of diverse customs and traditions on food and nutrition behavior, healthy lifestyle and disease prevention. By so doing the student's dispositions regarding food and health practices are recognized.

Course Descriptions:

- CFS 111 Study of nutrients essential to human life and well-being. Nutrients are studied relative to their function in metabolism, sources in food, and relationship to health.
- CFS 151 Introduction to the study of the basic principles of food science as they apply to food preparation. Food components including composition, palatability, flavor, color, texture, and safe food handling practices are studied and evaluated. Application of principles includes preparation and evaluation of food products. Lecture 2 hr. /wk., Laboratory 2 hr. /wk.

Family Studies

The Family Studies courses are CFS 180 Foundations in Family and Consumer Sciences, CFS 310 Management of Family Resources, CFS 311 Family Relations, CFS 493 Family Life Education, and CFS 494 Parenting. Students are encouraged to examine their pre-dispositions about the individual and family. Family courses encourage students to contrast what research shows is true about families, historically and in contemporary society, with common stereotypes and expectations.

Course Descriptions:

- CFS 180 Overview of interdisciplinary field of family and consumer sciences, including professional organizations and philosophy of education and service. Emphasizes the culture of the scholar.
- CFS 310 Study of consumer and marketplace interactions in the purchase of goods and services. Decision-making processes are applied to individual and family resources for achieving maximum personal satisfaction.
- CFS 311 Study of issues affecting individual and family well-being. Interpersonal relationships and communication skills necessary to achieve quality of life are addressed. Prerequisite: Junior standing.
- CFS 493 Study of the various professional and educational perspectives regarding family life education. Principles and practices within the field are analyzed and compared.
- CFS 494 Study of the major theoretical and practical approaches to effective parenting strategies within functional families. Emphasis is placed on practicing techniques and skills which are developmentally appropriate for different ages of children.

Child Development

Students must take CFS 191 Child Development and CFS 492 Growth and Guidance of Children. Child development content expose students to the theoretical bases for understanding human development, human behavior, current research and social, economic, technological and cultural effects on human and family behavior. Students spend time observing children in a child development center accredited by the National Association for the Education of Young Children. This experience is vital in developing pedagogical skills because students learn to separate objective data about human development from subjective conclusions about people. Students also learn that many factors may affect human behavior

and that one's own experiences often influence judgment of others.

Course Descriptions:

- CFS 191 Study of the prenatal and postnatal factors which influence the physical, cognitive, language, social and emotional development of children. Implications and applications of concepts learned are stressed. Practical experiences provided in a field setting; students are responsible for arranging their own transportation.
- CFS 492 Study of the biological, physical, social-emotional, and cognitive needs of infants and school-aged children. The strategies by which these needs may be met within the family, the school, and other environments are discussed. Prerequisites: CFS 191 and PSY 100.

Textiles and Apparel

The apparel and textiles area provides students with the knowledge to evaluate quality and performance of textile products, including apparel and home furnishings. In these courses, DMT 131 Basic Apparel Construction and DMT 223 Textiles, students' lecture and laboratory experiences prompt examination not only of the performance characteristics of these products, but human values that affect assessment and choice of these products. The integration of knowledge and disposition occurs through practical problem solving. For instance, students work on problems such as selection of designs and textile products that will be appropriate for end use, consumer and family characteristics. The ability to relate the performance characteristics and design to the user's needs is thereby developed.

Course Descriptions:

- DMT 131 Study of basic principles of apparel construction. Concepts include pattern, fabric, and equipment selection. Students experiment with construction techniques. Laboratory.
- DMT 223 Includes fundamental facts concerning fibers, yarn, and fabric construction; color and design; and finishes. Performance and care are studied in relation to selection of fabrics for clothing and furnishings. Laboratory and field trips at student's expense included.

Interior Design and Housing

In the area of Interior Design and Housing students take two required courses - DMT 100 Introduction to Housing and Interior Design and DMT 110 Design Concepts. In these courses they gain knowledge of the principles and elements of design, architecture and furniture styles and career paths in the field. They learn to evaluate floor plans and furnishing selection based on needs, accessibility, and standards of design. In addition, future teachers develop skills in the visual presentation of design ideas. This is a pedagogical skill useful in classroom presentation of visuals.

Course Descriptions:

- DMT 100 Introduction to interior design as it relates to housing environments and residential furnishings and equipment. Focuses on consumer related information and services. Includes layout and design opportunities. This course for non-Interior Design majors only.
- DMT 110 Study of design elements and principles as related to the natural and manufactured environments. Students will develop an understanding of and appreciation for the role of design in human activity and thought.

Teacher Education

Teacher education courses within the family and consumer sciences education program include CFS 380 Professional Presentations Techniques in Family and Consumer Sciences, CFS 381 Methods and Materials in Family and Consumer Sciences Education and CFS 481 Advanced Methods in Family and Consumer Sciences. Students practice pedagogical skills by preparing lesson plans and presentations for diverse groups. While the presentations are based on subject matter, students must integrate knowledge with pedagogical skill in developing appropriate presentations. Students must examine their own dispositions, goals and values when making decisions about what to present and the most effective presentation methods. All three of these courses enhance the pre-teachers capabilities to apply specific methods and materials to teaching content.

Course Descriptions:

- CFS 380 Includes demonstrations and use of varied technology in teaching family and consumer sciences content. Lecture - field trips at student's expense. Prerequisite: Major or minor in Consumer and Family Sciences.
- CFS 381 A study of family and consumer sciences curriculum patterns including objectives, methods of planning and presentation, laboratory organization, home and community projects, instructional materials, evaluation, and federal and state legislation for vocational education and family and consumer sciences. Lecture - laboratory. Prerequisites: a. Junior standing in Family and Consumer Sciences Education; b. CFS 380 Professional Presentation Techniques in Family and Consumer Sciences; c. EDUC 250 for FCS Ed majors, or consent of instructor.
- CFS 481 A study of the background and trends in education for improving family and consumer sciences. Career and Tech Ed training for high school youth and adults including an understanding of state and federal accountability requirements. Emphasis on working with persons with diverse backgrounds. Lecture--field trips at student's expense.

Computer Technology

Students can select either CS 145 Introduction to Computing or CIS 141 Basic Computer Literacy to address technology skills.

Course Descriptions:

- CS 145 An introduction to the use of the computer that explores what a computer is, what it can do, and how it does it. The following topics are surveyed: hardware, software, telecommunications, programming languages, software development, a short history of computing, and the computer's impact on society. Projects in word processing, spreadsheets, file management, and BASIC are assigned. Prerequisite: Two years of high school college preparatory mathematics. **NOT ACCEPTABLE FOR CREDIT IN COMPUTER SCIENCE MAJOR OR MINOR.**
- CIS 141 An introduction to the breadth of information technology and the role of computer based devices for everyday problem solving in life, work and research. Practical experience with current as well as emerging technologies is provided. Students who have earned credit in CS 145 may not enroll in CIS 141.

2. Standard Alignment Matrices

- *Program Alignment to Kentucky Teacher Standards*

Appendix B contains our Program Assessment Plan. The “Critical Performance Assessment Alignment Matrix” describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards.

- *Program Alignment to Learned Society Standards:*

There are no learned society standards for Family and Consumer Sciences. We use the National Standards for Teachers of Family and Consumer Sciences. Table 1 demonstrates the alignment of our content courses with the standards.

We also use the National Standards for Family and Consumer Sciences. These standards are used to measure content and document that pre-teachers will know what students need to know in the high school setting. Table 2 demonstrates this alignment.

National Standards for Teachers of Family and Consumer Sciences	Table 1. Content Course Alignment to Learned Society Standards																
	DMT 100	DMT 110	DMT 131	DMT 223	CFS 111	CFS 151	CFS 180	CFS 191	CFS 310	CFS 311	CFS 380	CFS 381	CFS 481	CFS 492	CFS 493	CFS 494	CS 145
Career, Community and Family Connections	x				x		x	x	x	x		x		x	x	x	
Consumer Economics and Family Resources							x		x	x							
Family and Human Development							x	x		x				x		x	
Nutrition, Food, and Wellness					x	x											
Curriculum Development												x	x				
Instructional Strategies and Resources												x	x				
Learning Environment								x				x	x				
Professionalism							x					x	x				
Student and Program Assessment												x	x				
Student Organization Integration							x					x	x		x		

National Family and Consumer Sciences Standards	Table 2. FCS National Standards and WKU FCS ED program courses													
	DMT 110	CFS 111	CFS 310	CFS 311	CFS 151	CFS 191	DMT 223	DMT 100	CFS 381	CFS 380	CFS 492	CFS 493	CFS 480	CFS 494
1. Career, Community and Family Connections			x	x					x	x			x	x
2. Consumer and Family Resources			x	x										
3. Consumer Services			x											
4. Early Childhood Education and Services						x					x	x		x
5. Facilities Management and Maintenance								x						
6. Family			x	x							x	x		x
7. Family and Community Services				x										
8. Food Production and Services				x										
9. Food Science, Dietetics, and Nutrition		x			x									
10. Hospitality, Tourism, and Recreation														
11. Housing, Interiors, and Furnishings	x						x	x						
12. Human Development				x		x				x				x
13. Interpersonal Relationships				x						x			x	x
14. Nutrition and Wellness		x			x									
15. Parenting														x
16. Textiles and Apparel							x					x		

3. Courses/Experiences that Address the Professional Code of Ethics

In order for candidates to be admitted into WKU’s initial teacher preparation programs, they must first attend a Teacher Orientation during which the EPSB’s Professional Code of Ethics is discussed. At the conclusion of the orientation, candidates must sign that they have read and are committed to upholding the code of ethics.

In addition, the introductory education foundations courses, EDU 250 and MGE 275, provide opportunities for candidates to discuss professional ethics. In CFS 380 the professional code of ethics is compared to codes of ethics for the Family and Consumer Sciences professional organizations.

B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/>, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of “Big Ideas.” Table 3 describes how we introduce our candidates to the CCD and to each of the “Big Ideas” associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

Practical Living/Vocational Studies crosses over content areas but the FCS Ed program address most of them in the program.

Table 3: Program Alignment to KERA “Big Ideas” for Practical Living/Vocational Education and the Family and Consumer Sciences Education Program
Big Idea 1: Personal Wellness
<i>CFS 111 Nutrition and CFS 151 Food Sciences both cover personal wellness; CFS 311 Family Relations discusses healthy family relationships; CFS 310 and 381 cover the decision-making process</i>
Big Idea 2: Nutrition
<i>CFS 111 Nutrition addresses this big idea.</i>
Big Idea 3: Safety
<i>CFS 191 and CFS 492 discuss safety as it relates to children and adolescents</i>
Big Idea 4: Psychomotor Skills
<i>CFS 111 Nutrition touches on this big idea as it relates to nutrition and wellness.</i>
Big Idea 5: Lifetime Physical Wellness
<i>CFS 111 discusses lifetime physical wellness as it pertains to diet and weight management</i>
Big Idea 6: Consumer Decisions
<i>CFS 310 Management of Family Resources discusses Consumer Decisions</i>
Big Idea 7: Financial Literacy
<i>CFS 310 Management of Family Resources covers Financial Literacy</i>

Big Idea 8: Career Awareness, Exploration, Planning
<i>CFS 180 Foundations of Family and Consumer Sciences and CFS 481 cover career awareness for the individual and how to teach career awareness.</i>
Big Idea 9: Employability Skills
<i>CFS 310 covers some issues with employability skills</i>
Big Idea : Communication/Technology
<i>CFS 380 and CS 141 or CIS 145 cover communication techniques and Technology</i>

C. EPSB Themes

Our program is committed to graduating education professionals who are prepared to work with diverse students, to assess student learning, to understand the importance of literacy across the curriculum, and to close the achievement gap. Table 4 below delineates the courses in our program that ensure that education candidates are prepared in these areas.

COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
CFS 180	X			X	Students are to develop an understanding how to advocate for the well-being of all individuals and families Students are to develop an appreciation of the culture of the scholar as well as foster the responsibility, accountability and appropriate ethical behaviors of a professional
CFS 311	X				Analyze the family as an institution in our society and its interrelated functions, with the economic, educational, religious, political and legal institutions. Define the role of social, economic, ethical, and psychological factors related to diverse family Evaluate family interaction patterns and the influence of society on sexual identity. Define ethical issues related to family decision-making, interpersonal relationships, and societal trends affecting the family and diversity. Relate current research to trends in diverse interpersonal relationship patterns and marital choice. Assess the changing patterns of roles for men and women in a diverse society. Define divergent patterns in family life-dual career/dual workers, single parents, cohabitation, blended families, unemployment, divorce, remarriage; consider one’s values which govern moral and ethical choices.
CFS 411		X			Create a curriculum map for a 9 week unit in a FCS program
CFS 381 &	X	X		X	Develop a working knowledge of evaluation and

CFS 481					assessment techniques. Students plan for diversity and assessment within the required lesson plans, unit plans, teacher work sample and curriculum map developed. Students implement assessment and analysis skills in order to recognize differences in student performance
EDU 250	X			X	This course is an awareness level of diversity and closing the achievement gap in the classroom. The critical performances for this class include classroom observations in which students look for examples of how classroom teachers meet Kentucky Teacher Standard 3: The teacher values and supports student diversity and addresses individual needs.
EDU 489		X		X	Students implement assessment and analysis skills and reflect on their ability to close the achievement gap.
EDU 490	X	X	X		During student teaching, teacher candidates are placed in diverse settings where they plan and implement differentiated lessons.
LTCY 421 or 444			X		An introduction to reading instruction for middle or secondary children; includes an examination of reading needs, teaching methods, materials, and resources related to reading skills development
CIS 141or CS 145			X		This course addresses computer literacy.

D. Program Faculty

See Table 5 on the next page.

Table 5: Education and Content Faculty Information

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member ¹	Faculty Rank ²	Scholarship ³ , Leadership in Professional Organizations, and Service ⁴ : List up to 3 major contributions in the past 3 years ⁵	Teaching or other professional experience in P-12 schools	Status to institution & education unit ⁶
Marla Capper	ABD, Educational Psychology of the Gifted, University of Virginia MED, Special Education, Ohio U.	Faculty	Assistant Professor	<p>Scholarship: • Raven Scholar, Raven Society, University of Virginia, • Higher Education & Globalization Symposium, Edinburgh, Scotland, University of Virginia • Doris Buffet Fellowship, Center for Children, Families, and the Law, University of Virginia • "Superintendent's Best Award" (25 nominations), Bay Middle School • Tomlinson, C.A., Doubet, K.J., & Capper, M.R. (2005). Aligning gifted education services with general education. In J.H. Purcell & R.D. Eckert (Eds.), Designing services and programs for high ability learners: A guidebook for gifted education (pp.225-238). Thousand Oaks, CA: Corwin Press, NAGC, Received "Legacy Award," Texas Association for the Talented and Gifted, honoring publications with potential for lasting influence on gifted children. • Rudasill, K.M., Capper, M.R., Foust, R.C., Albaugh, S.B., & Callahan, C.M. (2006). Age and gender differences in gifted students' self-concepts. Gifted Child Quarterly.</p> <p>Leadership: AERA, NAGC, NMSA, ASCD, Honors Development Board, Hensley Lecture Committee, Raven Society</p>		FT/FT
Elizabeth Cooksey	EdD, Education, U Louisville	Faculty	Other	<p>Scholarship: Editorial Board member - Worked on programs for NAME 2008 & 2009. Submitted chapter for NAME publication 2009. Submitted individual proposal to NAME.</p> <p>Leadership: Chair- Delta Sigma Theta Scholarship Committee. WKU International Committee member. Helped to develop ongoing program modules for course to update and define.</p> <p>Service: Helped develop ongoing program development for beginning education courses EDU 250 and development of a course in diversity. Worked on graduate program development. Work with high school English teachers and school curriculum committee at Bowling Green High School. Also curriculum work with language arts teachers at Warren East Middle School. Co-sponsor of Kappa Delta Pi Honor Society.</p>		FT/FT
Judy Davison	EdD, Education, U Northern Iowa	Faculty	Assistant Professor	<p>Scholarship & Awards: Davison, J.C. & McCain, T. (2007). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. Growing a Soul for Social Change: Building the Knowledge Base for Social Justice. Charlotte, North Carolina: Information Age Publishing.</p>	Teaching or Professional Experience in Schools: Developed & delivered on-site	FT/FT

				<p>Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al.(contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), Science Teaching in Inclusive Classrooms: Models & Applications (pp.1-60). Washington, DC: National Science Foundation.</p> <p>Fulbright Senior Specialist appointments: University of Greenwich, England (May-June 2004) & National College of Ireland, Dublin, Ireland (Oct-Nov, 2007).</p> <p>Leadership: 6 year Academic Review Chair, NCATE steering committee, International Student Teaching co-chair.</p> <p>Service: International: WKU representative to COBEC. Fulbright Assn. International Education Task Force member. 2006-present. Fulbright Assn. International Arts Task Force member. 2006-present. National : UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. & Boston College, Boston, MA., 2005-2006.</p>	<p>graduate course (EDU522) to assist in establishing graduate student cohorts. Supervised 18 Alternate Route interns. Region II FBLA Conference Judge. 2005 & 2006. Franklin Middle School Science Fair Judge. 2005.</p>	
<p>Sheila Flener</p>	<p>M.A., Interior Design, U of L</p>	<p>Faculty</p>	<p>Instructor</p>	<p><i>Art - Arts Festival</i> Sheila, Flener Exhibitor, "Architectural Fragment and Column," Duncan Hines Art Festival, WKU Kentucky Museum, Bowling Green, KY USA. (August 3, 2007 - August 17, 2007). (2) Graphite Works on Paper. These were donated to the CFS alumni association which auctioned at their annual fall meeting. They sold for \$75.00 each.</p> <p><i>Art - Exhibition, Competitive</i> Sheila, Flener Exhibitor, ""Untitled" Work," "Celebration of the Arts.," US Bank, Bowling Green, KY USA. (March 2, 2008 - April 5, 2008). Mixed Media Collage</p> <p><i>Art - Exhibition, Group</i> Sheila, Flener Exhibitor, "Acrylic and Oil Studies," SCAD Art Educators Forum, Savannah School of Art and Design, Atlanta, Georgia USA. (July 22, 2007 - July 28, 2007). Displayed work produced in Forum Session</p> <p>Flener, S. S., Copyright, "3 Adaptive Reuse Projects Bowling Green, Kentucky", TX 6-620-421, Regular, United States. (application: December 12, 2007, approve: December 24, 2007). Landmarks Association, Yes, Landmarks Association Board, Member, Arts, Culture, and Recreation, Nonprofits, Bowling Green, Kentucky, USA, Local, Yes, appointed, Local, The Landmark Association advocates the preservation, protection and maintenance of architectural, cultural and archaeological resources in Bowling Green and Warren County, Kentucky.. (January 23, 2008 - January 23, 2010). Work to fund projects by local membership contributions and fund-raising activities, the Landmark Association provides a variety of historic preservation services for Bowling Green and Warren County.</p>		<p>FT/PT</p>
<p>Janet Fugate</p>	<p>Ed.S., Early Childhood Ed, WKU</p>	<p>Faculty</p>	<p>Instructor</p>	<ul style="list-style-type: none"> Research involving students on activities which facilitate student learning and achievement. <p>Undergraduate Honors Thesis, Journalism & Broadcasting Department, Developing. (March 2008 - Present). Gunn, M., Fogarty, M., Directed Individual/Independent Study, Academic Advising & Retention Department, UC 499, 1 credit</p>		<p>FT/PT</p>

				<p>hours, Completed. (January 2008 - May 2008).</p> <p>Bryce, H., Corn, W., Colen, K., Metzmeier, B., Wells, J., Lonie, R., Internship Advisor, Consumer and Family Sciences Department, CFS 410, 3 credit hours, Completed. (January 2008 - May 2008).</p> <p>Cook, K., Internship Advisor, Consumer and Family Sciences Department, CFS 410, 5 credit hours, Completed. (January 2008 - May 2008).</p> <p>Langford, C., Practicum Supervisor, Consumer and Family Sciences Department, CFS 313, 3 credit hours, Completed. (January 2008 - May 2008).</p> <p>Supervised Teaching Activity, Completed. (September 2007 - December 2007).</p> <p>Supervised undergraduate and graduate students (CFS, PSY, IECE) at the Early Childhood Center on Wednesday afternoons during the fall semester.</p> <p>Bagwell, B., Butler, L., Coffee, K., Hall, M., James, B., Wansley, M., Williams, A., Internship Advisor, Consumer and Family Sciences Department, CFS 410, 3 credit hours, Completed. (August 2007 - December 2007).</p> <p>Michael, A., Rush, L., Practicum Supervision, Consumer and Family Sciences Department, CFS 313, 3 credit hours, Completed. (August 2007 - December 2007).</p> <ul style="list-style-type: none"> Other research activities-include in this category any research in progress. <p>Haynes-Lawrence, Darbi J, Fugate, Janet M, "Case studies in home visiting (Text)", On-Going, Scholarly.</p> <p>I am writing a text book on case studies in home visiting to be used across multiple domains. It has been accepted by Brookes (if it passes the national review) as of now.</p> <ul style="list-style-type: none"> Grants and Research Proposals-indicate status as to submitted or awarded Date, time period of research, agency and title or proposal. <p>Fugate, J. M. (Co-Principal), Grant. (end: July 2007).</p>		
<p>Darbi Haynes-Lawrence</p>	<p>Ph.D., Child Studies, Indiana University</p>	<p>Faculty</p>	<p>Assistant Professor</p>	<p><i>Books, Textbook-New (Submitted)</i></p> <p>Haynes-Lawrence, D. J., Fugate, J. M. In Sarah Shenke (Ed.), <i>Case studies in Home Visiting</i>. Baltimore, MD: Brookes Publishing.</p> <p><i>Refereed Journal Articles</i></p> <p><i>Journal Article, Academic Journal (Accepted)</i></p> <p>Haynes-Lawrence, D. J. Home visitors perceptions of teen mothers:Using qualitative research to explore labeling theory.. <i>To appear in Children and Youth Services Review.</i></p> <p><i>Journal Article, Professional Journal (Accepted)</i></p> <p>Haynes-Lawrence, D. J. Crisis nurseries: Emergency services for children and families in need. <i>ChildCare Exchange.</i></p> <p><i>Journal Article, Academic Journal (Not Accepted)</i></p> <p>Haynes-Lawrence, D. J. "Home Visitors' Perceptions of Teen Mothers: Investigating Labeling Theory".. <i>Journal of Child and Family Studies.</i></p>		<p>FT/PT</p>

				<p><i>Other Intellectual Contributions</i></p> <p><i>Child Life Specialist Program (Design) (Accepted)</i> Haynes-Lawrence, D. J. <i>Child Life Specialist Program (Design).</i> <i>Family Home Visiting Certificate (Design) (Accepted)</i> Haynes-Lawrence, D. J. <i>Family Home Visiting Certificate.</i></p> <ul style="list-style-type: none"> Grants and Research Proposals-indicate status as to submitted or awarded Date, time period of research, agency and title or proposal. <p>Haynes-Lawrence, D. J. (Co-Principal), Ramsing, R. D. (Co-Principal), Sponsored Research, "PIE grant- Master Scholar Committee", \$1,500.00, Awarded. (start: January 2007, end: October 2007, closed: October 2007).</p> <p>Haynes-Lawrence, D. J. (Co-Principal), Grant, ""Siblings, Disability and Family: CHina and the U.S."" , \$1,500.00, Awarded. (start: May 2006, end: May 2007, closed: May 2007).</p> <p>Haynes-Lawrence, D. J., Junior, "Resilience, Educators, and Young Children At-Risk", 06-072, 223082, \$4,000.00, Closed. (start: February 14, 2006, end: February 13, 2007, closed: January 14, 2007).</p> <p>Haynes-Lawrence, D. J. (Principal), Grant, "Short-Term Research Publication Grant", Scholarship, American Association of University Women. (sub: November 2007).</p>		
Cindy Jones	M.A., Textiles and Apparel Merchandising, WKU	Faculty	Instructor	<p>Dixon, Devona L, Jones, Cynthia J, Shivel, Deborah C, "Fashion Future: Fast Forward Your Students to the 21st Century Possibilities In Product Development and Apparel Design", Writing Results, Non-Scholarly.</p> <p>During this session participants will be introduced to current computer technology used in the Apparel Industry. Software innovations such as Photoshop, Illustrator, 3-D rendering and body scanning, digital textile printing as well as the industry's movement toward eco-friendly design and civic responsibility will be demonstrated.</p>		FT/PT
Danita Kelley	Ph.D., Dietetics, UK	Faculty	Associate Professor	<p>Williams, A., Clayton, C., Conkright, W., Conkright, J., Guiding students in Research Project, Consumer and Family Sciences Department, "Student worker for Smart Card Grant", Developing. (February 2008 - Present).</p> <p>Helped guide students in review of menu items to be identified as healthier food choices in certain restaurants in Bowling Green; also helped guide students in conducting focus groups in middle and high schools;</p> <ul style="list-style-type: none"> Other research activities-include in this category any research in progress. <p>Kelley, Danita M, Gardner, Marilyn M, Ashwill, Leah B, Mason, Karen G, Phillips, Kathryn J, "Healthy Weight Kids Smart Card", On-Going, Scholarly.</p> <p>Project to encourage healthy food choices of middle and high school students in Warren County. The first phase involves</p>		FT/PT

				<p>conducting focus groups at middle and high schools in the Bowling Green and Warren County school systems to determine restaurants visited by students. For frequented restaurants, menu options are being reviewed and healthy food choices identified. WKU students in dietetics, marketing, and public health are assisting in project. Principal investigator is Dr. Marilyn Gardner, and Project Coordinator is Leah Ashwill. The project is being funded for the first phase by the Institute of Medicine.</p> <ul style="list-style-type: none"> Grants and Research Proposals-indicate status as to submitted or awarded Date, time period of research, agency and title or proposal. <p>Mason, K. G. (Co-Principal), Ashwill, L. B. (Co-Principal), Phillips, K. J. (Co-Principal), Kelley, D. M. (Co-Principal), Gardner, M. M. (Principal), Grant, "Healthy Weight Kids Smart Card Project", Research, Institute of Medicine, Private, \$347,727.00, \$349,797.00, Awarded. (award: February 8, 2008, start: February 8, 2008, end: May 30, 2009).</p> <p>Kelley, D. M., "Statewide Collaboration Providing Research and Education Focused on Obesity", 04-0276, Instruction, UKRF Federal, 1, \$87,085.00, 0, Not Funded. (sub: June 14, 2004, start: January 1, 2005, end: December 31, 2008).</p>		
Julie Lee	MBA, Nutrition and Foods, University of Cincinnati	Faculty	Instructor	<p>Lee, Julie K, "International Cuisine Lab Manual", On-Going. Collection of Recipes to accompany cultural textbook and be used in lab based foods class, CFS 170, International Cuisine.</p> <p>Lee, Julie K, "Food Science Lab Manual", On-Going. Recipes used in Food Science Course, Lab portion. Recipes were edited for errors. Recipes are now being added and updated. Culinary terminology is being added. Food Science experiments are being added and existing experiments modified.</p>		FT/PT
Karen Mason	Ph.D., Dietetics, UK	Faculty	Associate Professor	<p><i>Refereed Journal Articles</i> <i>Journal Article, Professional Journal (Accepted)</i> Mason, K. G., Lee, E. Y., Spear, B. T., Glauert, H. P. (2008). Role of the p50 subunit of NF-κB in vitamin E-induced changes in mice treated with the peroxisome proliferator, ciprofibrate. <i>Food and Chemical Toxicology</i>, 46(6), 2062-2073.</p> <p><i>Non-Refereed Journal Articles</i> <i>Journal Article, Professional Journal (Submitted)</i> Glauert, H. P., Mason, K. G., Li, Y., Nilakantan, V., O'Brien, M., Tharappel, J., Spear, B. T. The Role of NF-kappaB in PPARalpha-Mediated Carcinogenesis. <i>PPAR Research</i>.</p>		FT/PT
Vicki Metzgar	Ed. D. Educational Leadership, Vanderbilt University	Faculty	Assistant Professor	<ul style="list-style-type: none"> * National Academy for Science and Mathematics Educational Leadership (2006-2007) WestEd Regional Educational Laboratory Participant * School for Science and Mathematics at Vanderbilt-Development team and Liaison for School for Science and Math with Metro Nashville Public Schools * Improving Teacher Quality Grant recipient Tennessee Dept. of Education for Teacher Training Summer 2008 (Managing yoUr Science Classroom Lab Efficiently) * Courage to Teach: Facilitated a two-year series of retreats for David Crockett High School faculty in Washington county, Tennessee. March 2007-January 2009 	Middle School, High School teacher and Science Coordinator Metro Nashville Public Schools; 10/1975-6/2004	FT/FT
John	PhD, Education, U	Faculty	Associate	Publications: Moore, J.A. (2007). Civic engagement in teacher preparation: Standards, school/university partnership, and issues in the news, In K. Murtadha &	Teacher Certification: Kentuc	FT/FT

<p>Moore</p>	<p>Kentucky</p>		<p>Professor</p>	<p>R. Helfenbein (Eds.). Democracy and Civic Engagement: Implications for Teacher Preparation and a National Agenda for Inquiry (pp71-74). Washington, D.C: American Association of State Colleges and Universities. Moore, J.A. (2007). Constitution Day: Learning experiences for middle level interdisciplinary teams, Kentucky Middle School Journal 8(1) 51-56, Kentucky Middle School Association/Eastern Kentucky University. National Presentations:2007 What Social Studies Urban Educators Should Know and Be Able to Do, National Council for the Social Studies, San Diego CA. 2007 Identifying Civic Engagement Opportunities in Teacher Education, American Association of State Colleges and Universities, Philadelphia, PA. 2006 Here Comes NCATE: Using Middle Level Student Assessment Data to Evaluate Middle Level Pre-service Teachers and Teacher Preparation Programs. National Middle School Association, Nashville, TN. State and National Offices Held:2006-present National Council for the Social Studies (NCSS) Board of Directors 2005-present Chair, NCSS Ad Hoc Committee for Recruitment of Under-represented Groups 2003-present Kentucky Council for the Social Studies Steering Committee Professional Development Activities:2006- Kentucky Core Content & Depth of Knowledge- Initial Training 2006- Thoughtful Education Workshop acknowledgment 2007- Great Depression Workshop</p>	<p>ky Middle Grades Social Studies (life) Kentucky High School Social Studies (life) North Dakota High School Social Studies (life)</p>	
<p>Rachel Neal</p>	<p>Ph.D., Family Studies, Oklahoma State University</p>	<p>Faculty</p>	<p>Assistant Professor</p>	<p>Neal, Rachel A, "Juvenile Offenders and Family Functioning", Planning, Scholarly. The purpose of this study will be to examine the perspectives of adolescents incarcerated in a juvenile detention center in regard to overall family system functioning (cohesion and adaptability) and parenting behaviors (support and control), and how those perspectives relate to adolescent self-esteem, empathic concern, symptoms of depression, family structure, and type of crime committed. Neal, Rachel A, Stacy Thompson, Ph.D., "Outcomes of Adolescent Sexual Behavior", Planning, Scholarly. The purpose of the study is to identify the relationships between high school sexual behaviors and later outcomes such as college attendance.</p> <ul style="list-style-type: none"> Grants and Research Proposals-indicate status as to submitted or awarded Date, time period of research, agency and title or proposal. <p>Neal, R. A. (Principal), Grant, "Juvenile Offenders and Family Functioning - CHHS Research Grant", \$1,500.00, Awarded. (start: August 18, 2007).</p>		<p>FT/PT</p>
<p>Doris Sikora</p>	<p>PhD, Biological Sci/Life Sciences, UT-Knoxville</p>	<p>Department Head & Family and Consumer Sciences Teacher Educator</p>	<p>Associate Professor</p>	<ul style="list-style-type: none"> <u>Improving Career and Technical Ed Pre-service Teacher Education Program through Professional Development</u> Grant was funded for \$21,996.00 by the Kentucky Department of Career and Technical Education for 2005. <u>Improving Career and Technical Ed Pre-service Teacher Education Program through Professional Development</u> Grant was funded for 	<p>17 years in high school KTIP</p>	<p>FT/FT</p>

				<p>\$19983.00 by the Kentucky Department of Career and Technical Education for 2006.</p> <ul style="list-style-type: none"> • <u>Kentucky Tech Prep Statewide Continuous Improvement Project (Carry Forward Funds)</u> was funded for 22,000.00 by the Department for Workforce Investment Office of Career and Technical Education. This is to provide a 2 day workshop for all Career and Tech teachers (high school, community college, and technology centers) across disciplines. • <u>Tech Prep Fiscal Agent Grant</u> was funded for 164,700.00 for July 1 2006-June 30 2007 by the Department for Workforce Investment Office of Career and Technical Education. • <u>FCS Ed Travel Abroad Project</u> proposal in preparation to investigate a relationship with schools and FCS Ed programs in Germany and Hungary. • <u>Student Engagement Project</u> for 3000.00 in preparation from P.I.E. (formerly Action Agenda) funds. • <u>Improving Career and Technical Ed Pre-service Teacher Education Program through Professional Development</u> Grant was funded for \$21,996.00 by the Kentucky Department of Career and Technical Education for 2006-07. • <u>Kentucky Tech Prep Statewide Continuous Improvement Project (Carry Forward Funds)</u> was funded for 22,000.00 by the Department for Workforce Investment Office of Career and Technical Education. This is to provide a 2 day workshop for all Career and Tech teachers (high school, community college, and technology centers) across career and technical education disciplines. • <u>Tech Prep Site Coordinator Grant</u> was funded for 164,700 for July 1 2006-June 30 2007 by the Department for Workforce Investment Office of Career and Technical Education. • <u>Tech Prep Site Coordinator Grant</u> was funded for 131,685 for July 07-June 08 by the Department for Workforce Investment Office of Career and Technical Education. • <u>Perkins Leadership: Summer Conference Registration</u> grant was funded for 420 by the Kentucky Department of Career and Technical Education. <p><u>Publications: Research paper:</u></p> <ul style="list-style-type: none"> • Sikora, D. & Badenhop, S. (2006). <u>Money Skills Curriculum Guide</u> : State Curriculum guide for the new high school consumer economics course. Completion date July 18, 2006. • Manuscript submitted – Sikora, D. (2005) Incorporating service-learning into the classroom: an authentic instructional method. • FCSEA Monograph in progress – Sikora, D. (2006) Using your true colors personality profile for building relationships with students; Creating a learning environment; and Developing effective strategies for engaging every students. <p><u>Presentations related to Scholarly/ Creative Activity:</u></p>	<p>University Supervisor for 11 years</p>	
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				<p>Sikora, D. <i>Using the new Child Development Services I curriculum guide & CD</i>. 3 hour workshop presented at the KACTE, KCTCS & State Department of Education Summer Program July 23rd, 2005</p> <p>Sikora, D. <i>Hospitality Services Curriculum Guide Training</i>. 3 hour workshop presented at the KACTE, KCTCS & State Department of Education Summer Program July 23rd, 2005</p> <p>Sikora, D. <i>Service Learning for the classroom</i>. Presentation to Region IV teachers at the FCCLA District meeting September 22, 2005</p> <p>Sikora, D. <i>New Teacher Academy: Professional Development Model for Kentucky Career and Technical Education Teachers</i>. Presented at the Hawaii International Conference on Education, Dec. 2005, Honolulu, Hawaii (reviewed)</p> <p>Sikora, D. <i>Using personality type for building relationships with students; Creating a learning environment; and Developing effective strategies for engaging every students</i>. Presentation at the New Teacher Academy in Louisville, KY February 14, 2006</p> <p>Sikora, D. <i>Building meaningful relationships with your students</i>. Workshop presented at the "Enhancing Instruction" Workshop for CTE Teachers, Bowling Green, KY June 14, 2006</p> <p>Sikora, D. <i>What Great FCS Teachers Do</i> 3 hour workshop presented at the KACTE, KCTCS & State Department of Education Summer Program</p> <p>Sikora, D. <i>Money Smart curriculum guide</i> 3 hour workshop presented at the KACTE, KCTCS & State Department of Education Summer Program July 23rd, 2006</p> <p>Sikora, D. <i>Relationship building for the classroom</i>. Presentation to Region IV teachers at the FCCLA District meeting, September</p> <p>Sikora, D. <i>Using personality type for building relationships with students; Creating a learning environment; and Developing effective strategies for engaging every students</i>. Presentation at the New Teacher Academy in Louisville, KY February 14, 2006</p> <p>Sikora, D. <i>Building meaningful relationships with your students</i>. Workshop presented at the "Enhancing Instruction" Workshop for CTE Teachers, Bowling Green, KY</p> <p>Sikora, D. <i>Classroom Management Techniques</i> Presentation at the New Teacher Academy in Louisville</p> <p>Sikora, D. <i>What Color are your Students: Effects on classroom management</i> Presentation proposal submitted for Hawaii International Education Conference</p> <p>Offices held: Vice-Chair for Higher Ed in KACTE Treasure for KATFACS Region IV</p>		
Rebecca Stobaugh	PhD, Education, U Louisville	Faculty	Assistant Professor	<p>Scholarship: Papers Under Review- Stobaugh, R. R. Boosting Cognitive Complexity in Social Studies Assessments., Morehead: Social Studies Journal.</p> <p>Leadership in Professional Associations: Reviewer, Journal Article- August 1, 2006 - Present: National Middle School Association; Review publications to be published in the Middle School Journal..Teacher.</p> <p>Service: Program Organizer- November 13, 2008: WKU's student organization of ASCD; Planned a Regional Symposium for Sharing Best Practices for elementary teachers. Collaborated with WKU Teacher Services to present program and</p>	Teacher, 7 years public schools Principal, 3 year public schools	FT/FT

				included WKU students to network and facilitate symposium. Guest Speaker- October 28, 2008: Future Educators of America; Co-presented with students four sessions to Future Educators of America students on topics including lesson planning and information about the teacher education program. Teacher Educator- September 1, 2008 - May 1, 2009: Education Professional Standards Board; Supervised 6 KTIP interns.		
Rico Tyler	MAE, Social Sciences, WKU	Faculty	Other	<p>Scholarship: Currently Co-Pi of a National Science Foundation funded Math Science partnership grant (\$504,000) researching the causes of low Explore math and science scores in Kentucky middle schools and examine way to better prepare middle grade students to take rigorous math and science courses in high school. Keith Andrew, Rico Tyler, Roger Scott, Larry Byrd, Karen Hackney, Richard Hackney “CCD Imaging of the Spectrum of Vega” Presented at the Kentucky Academy of Sciences meeting Oct. 2006.</p> <p>Fredrick Siewers, Michael Carini, Richard Gelderman, Charles McGruder, Julia Roberts, Rico Tyler, and Andrew Wulff “Deep Time and Rates of Change in the Middle Grades Classroom: An Effort to Increase Student Understanding Through Professional Development Workshops for Teachers” Presented at 2005 annual meeting of the Geological Society of America (October 16, 2005)</p> <p>Leadership in Professional Associations: Board Member-Ky Science Teachers Association</p> <p>Vice-president- Barren River Imaginative Museum of Science Director of the Middle Grade Science Teachers Circle.</p> <p>Service:</p> <ul style="list-style-type: none"> • Project Manager for the Sextant Program. • Director of the Hilltopper Teaching Fellows Program. • Lead Science adviser for the MS-TEAMS Program. 	<p>Astronomy Instructor for the Kentucky Governor's Scholars Program (high school juniors)</p> <p>University educator for the Ky Teacher Internship Program (12 interns over the last three years)</p> <p>Clinical supervisor for middle grade and secondary science students teaching in Western Ky University Super saturday programs for P-6 students.</p>	FT/FT
Travis Wilson	MA, Interior Design, University of Oklahoma	Faculty	Assistant Professor	<p><i>Book, Textbook-New (Revising to Resubmit)</i></p> <p>Wilson, T. K. In Olga Kontzias (Ed.), <i>Drafting for Designers</i> (1st ed.). New York City, New York: Fairchild Books. fairchildbooks.com</p>		FT/PT

¹ For example, faculty, clinical super clinical supervisor, department chair, etc.

² For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

³ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

⁴ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

⁵ For example, three contributions of scholarship, leadership, and service might be 1) Scholarship - article published in a specific journal, 2) Leadership - officer of a state or national association, and 3) Service - an evaluation of a local school program. NOTE: You MUST provide evidence of SCHOLARSHIP.

⁶ Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

E. WKU Curriculum Contract

**Western Kentucky University
Undergraduate Degree Program Leading to the Initial Certification for Teaching
Family and Consumer Sciences grades 5-12
(Rank III)**

Contact Information:

Last,	First	Middle	WKU ID Number
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Street	Home Phone Number
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City	State	Zip Code	E-mail Address
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Specific degree requirements with advisement sheets attached.

FAMILY AND CONSUMER SCIENCES
Family and Consumer Sciences Education Option
Department of Consumer and Family Sciences

Program Focus: The central purpose of the program is to prepare graduates who can successfully assume the positions of Family and Consumer Sciences teachers in middle and secondary schools. The graduate will have a broad Family and Consumer Sciences knowledge base as well as the ability to teach others how to use this information to improve personal and family life.

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OVERVIEW OF CURRICULUM

Comprehensive Major (no minor required) Requirements			81
Semester Offered	Course Number and Title		Semester Hours
=====			
S	DMT 100	Intro to Housing/Interior Design	3
F/S	DMT 110	Design Concepts	3
F/S	CFS 111	Human Nutrition	3
F/S	DMT 131	Basic Apparel Construction	3
F/S	CFS 151	Food Science	3
F	CFS 180	Foundations in FCS	3
F/S	CFS 191	Child Development	3
F/S	DMT 223	Textiles	3
F/S	CFS 310	Management of Family Resources	3
F/S	CFS 311	Family Relations	3
F	CFS 380	Professional Presentation Skills	3
S	CFS 381	Methods and Materials in FCS	3
F	CFS 481	Advanced Methods	3
F	CFS 492	Growth and Guidance of Children	3
S	CFS 493	Family Life Education	3
F	CFS 494	Parenting	3
F/S	CIS 141	Basic Computer Literacy <u>OR</u>	
F/S	CS 145	Introduction to Computing	3
<u>Professional Education Courses</u>			
F/S	EDU 250	Introduction to Teacher Education	3
F/S	MGE 275	Foundations of Middle Grades Instruction	3
F/S	SEC 351	Teaching Strategies in the Secondary School	3
F/S	SEC 352	Planning for Student Diversity	3
F/S	LTCY 444	Reading in the Middle Grades <u>OR</u>	
F/S	LTCY 421	Reading in the Secondary Grades	3
F/S	PSY 310	Educational Psychology	3
F/S	EDU 489	Student Teaching Seminar	3
F/S	MGE 490	Student Teaching in the Middle Grades	5
F/S	SEC 490	Student Teaching in the Secondary Grades	5

*A grade of "C" or above must be earned in these CFS/support courses required for this major.

Delineation of Unit/Program Transition Points – Initial Preparation

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data:			
▪ Admission Application	▪ Completion of application	Each Month	Professional Education Council
▪ Overall GPA	▪ 2.5+		
▪ Adherence to Professional Code of Ethics	▪ Candidate signature		
▪ Speech Proficiency	▪ C or higher in speech course		
▪ Writing Proficiency	▪ 2.5+ average, no course lower than C		
▪ Test Scores	▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment)		
▪ Faculty Recommendations (Unit Dispositions)	▪ All positive		
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
Unit Level Data:			
▪ Admission to Education Preparation	▪ Admission	Each Semester	Professional Education Council
▪ GPAs	▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses		
▪ Semester Hours Completed	▪ 90+ hours (including 75% of content courses)		
▪ Dispositions Scores	▪ All dispositions average "At Standard" (3+)		
▪ Critical Performance Scores	▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured		
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Unit Level Data:			
▪ Seminar Course Grade	▪ C or higher - based on Teacher Work Sample holistic score of 2+	Each Semester	Office of Teacher Services
▪ Student Teaching Grade	▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+)		

To be recommended for initial certification, an applicant must document:

- Completion of an approved teacher preparation program in each desired certification area;
- Passing score(s) on the appropriate PRAXIS II exam(s) (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 2.5 GPA overall, in each major and minor, and in professional education courses;
- Attainment of at least a "C" in all professional education courses, including EDU 489 and student teaching; and
- Completion of a portfolio based on the Kentucky Teacher Standards.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

F. Syllabi

The following syllabi associated with our program are available at <http://edtech.wku.edu/peu/course-syllabi-epsb.htm>:

Core Education Courses

EDU 250: Introduction to Teacher Education
MGE 275: Foundations in Middle Grades
SEC 351: Teaching Strategies for Secondary
SEC352: Planning for Student
LTCY 421/444: Reading in the Middle School
PSY 310: Educational Psychology
EDU 489: Student Teaching Seminar
SEC 490: Student Teaching Secondary Education
MGE 490: Student Teaching Middle Grades
CFS 381: Family and Consumer Sciences Education
CFS 481: Advanced Methods

Sample Content Courses

DMT100: Intro to Housing/Interior Design
DMT 110: Design Concepts
CFS 111: Human Nutrition
DMT 131: Basic Apparel Construction
CFS 151: Food Science
CFS 180: Foundations in FCS
CFS 191: Child Development
DMT 223: Textiles
CFS 310: Management of Family Resources
CFS 311: Family Relations
CFS 492: Growth and Guidance of Children
CFS 493: Family Life Education
CFS 494: Parenting

APPENDIX A



Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework

(03032008 version)

Mission

- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision

- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1

All children can learn at high levels.

BELIEF 2

All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3

Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4

Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5

Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6

Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

BELIEF 7

Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

<i>Candidate Values...</i>	<i>As Demonstrated by...</i>
<i>Learning</i>	Attendance - Consistently attends class and is on time
	Class participation - Actively engaged and interested in the class activities
	Class preparation - Consistently comes to class well prepared
	Communication - Uses language to express ideas very effectively regardless of the age of the listener
<i>Personal Integrity</i>	Emotional control - Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	Ethical behavior - Shows self to be a person of strong character
<i>Diversity</i>	Willingly works with others from different ability, race, gender, or ethnic groups
<i>Collaboration</i>	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
<i>Professionalism</i>	Respect for school rules, policies, and norms - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8

Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs About Assessment and Accountability

BELIEF 9

Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10

Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions	KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1	
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

APPENDIX B



Professional Education Unit

Program Assessment Plan – Initial Preparation

Name of Preparation Program: Family & Consumer Sciences

Date Completed: April 1, 2008

Date Submitted: April 1, 2008

Submitted By: Doris Sikora Ph.D.

WKU PROFESSIONAL EDUCATION UNIT WIDE CONTINUOUS ASSESSMENT MATRIX - INITIAL PREPARATION											
	Component 1: Admission Data		Component 2: Course Based Assessment Data	Component 3: Clinical Experiences Data		Component 4: Culminating Assessment Data		Component 5: Exit and Follow Up Data			
Conceptual Framework Standards/Values	Faculty Recs	KY REQ's	Critical Performances	Early Clinical Experiences	Final Clinical Experience	Final Clinical Evaluation	Capstone Assessment (TWS)	Exit Survey	Praxis II	Alumni Survey	Employer Survey
Content Knowledge		Various Data Required by State for Admission into Teacher Preparation Programs	Aligned to Kentucky Teacher Standards			1a-d, Overall	DFI 2	1a-d	State Approved Certification Exams	1a-d	1a-d
Designs/Plans				2a-e, Overall	CF 1-5, LG 1-4, DFI 1, 3-5	2a-e	2a-e	2a-e			
Learning Climate				3a-e, Overall		3a-e	3a-e	3a-e			
Implements/Manages				4a-e, Overall	IDM 1-3	4a-e	4a-e	4a-e			
Assessment/Evaluation				5a-d, Overall	AP 1-5, ASL 1-4	5a-e	5a-e	5a-e			
Technology				6a-d, Overall	DFI 6	6a-d	6a-d	6a-d			
Reflection				7a-c, Overall	RSE 1-3	7a-c	7a-c	7a-c			
Collaboration				8a-b, Overall		8a-d	8a-d	8a-d			
Professional Development				9a-c, Overall	RSE 4-5	9a-d	9a-d	9a-d			
Leadership				10a, Overall		10a-d	10a-d	10a-d			
Dispositions	FR a-f				FX a-l		Disp a-l				
Field Experiences & Clinical Practice				Summary Form	OTS Data						
Diversity				Summary Form	OTS Data	Disp g	CF 1-5, AP 5, DFI 4, IDM 2				
Impacts P-12 Student Learning							AP 1-5, ASL 1-4				
DATA MAINTAINED BY:	OTS		Faculty	C&I Staff	OTS	OTS/EdTech	C&I Staff/Ed Tech	Ed Tech	OTS	Ed Tech	Ed Tech
DATA HOUSED IN:	CEBS ACCSYS		CEBS ACCSYS	CEBS ACCSYS		CEBS ACCSYS		CEBS ACCSYS			
DATA REPORTING CYCLE:	Semester		Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly	Biannually
DATA REVIEWED BY:	PEC		Faculty/Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	Programs/PEC	PEC	Programs/PEC	Programs/PEC
TRANSITION POINTS:	1: Program Admission		2: Admission to Culminating Assessment and Final Clinical Experience			3: Program Exit					

*All initial preparation programs collect these data.

How Data Fit and Are Used Within the Electronic Accountability System

WKU Professional Education Unit Electronic Accountability System Components								
DEMOGRAPHICS						REPORTS		
COMPONENT 1		COMPONENT 2		COMPONENT 3		COMPONENT 4	COMPONENT 5	
Admission Data		Electronic Portfolio System		Early Clinical Experiences	Final Clinical Experience	Culminating Assessment Data	Certification & Praxis	Follow Up Surveys
INITIAL PREPARATION	Data entered by Office of Teacher Services after Student Orientation	Course Based Critical Performances uploaded by candidates and scored by faculty		Data entered by Curriculum & Instruction staff after candidates submit Fieldwork Summary Form	Data entered by Office of Teacher Services	Teacher Work Sample Scores entered electronically by faculty & Ed Technology	Data entered by Office of Teacher Services	Electronic survey data merged into Accountability System
ADVANCED PREPARATION	Data entered by Office of Teacher Services after Graduate Admission	Course Based Critical Performances uploaded by candidates and scored by faculty		<i>Data currently housed by each program</i>	<i>Data currently housed by each program</i>	Course Based Critical Performances uploaded by candidates and scored by faculty	Data entered by Office of Teacher Services	<i>Data currently housed by each program</i>
TRANSITION POINTS	1: Program Admission	2: Admission to Culminating Assessment and/or Final Clinical Experience			(Overlap in some AP Programs)	3: Program Exit		

*Italics indicates data currently housed elsewhere that will be added to Accountability System in the future.

Core Content Courses	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
	Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflection	Collaboration	Professional Development	Leadership
CFS 381	Practice TWS	Practice TWS			Practice TWS					
CFS 481							* Reflection			
								Revised Prof. Growth Plan		
										*FCCLA Plan of Work

*Critical Performances are not in the electronic portfolio because this class was just offered Fall 08.

Delineation of Unit/Program Transition Points – Initial Preparation (Draft)

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission Application ▪ Overall GPA ▪ Adherence to Professional Code of Ethics ▪ Speech Proficiency ▪ Writing Proficiency ▪ Test Scores <ul style="list-style-type: none"> ▪ Faculty Recommendations Unit Dispositions) 	<ul style="list-style-type: none"> ▪ Completion of application ▪ 2.5+ ▪ Candidate signature ▪ C or higher in speech course ▪ 2.5+ average, no course lower than C ▪ ACT (21+) or ▪ SAT (990+) or ▪ PPST (173 – M, 173 – R, 172 – W) or ▪ GRE (800+ and 3.5+ writing assessment) or ▪ GAP (2000+ and 3.5+ writing assessment) ▪ All positive (18+) 	Each Month	Professional Education Council
Transition Point 2: Admission to Final Experience (e.g., Student Teaching, Clinical Practice, Culminating Assessment)			
Data Reviewed	Minimal Criteria for Continuation	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Admission to Education Preparation ▪ GPAs <ul style="list-style-type: none"> ▪ Semester Hours Completed ▪ Dispositions Scores ▪ Critical Performance Scores 	<ul style="list-style-type: none"> ▪ Admission ▪ 2.5+ overall ▪ 2.5+ professional education courses ▪ 2.5+ content courses ▪ 90+ (including 75% of content courses) ▪ All dispositions average "At Standard" (3+) ▪ 3.0+ overall ▪ 2.5+ per Kentucky Teacher Standard measured 	Each Semester	Professional Education Council
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
<u>Unit Level Data:</u> <ul style="list-style-type: none"> ▪ Seminar Course Grade <ul style="list-style-type: none"> ▪ Student Teaching Grade 	<ul style="list-style-type: none"> ▪ C or higher - based on Teacher Work Sample holistic score of 2+ ▪ C or higher - based on 7+ Kentucky Teacher Standards at or above "Proficient" (3+), no Standard below "Developing" (2), AND 11+ dispositions "At Standard" (3+) 	Each Semester	Office of Teacher Services
<u>Additional Program Specific Data (if any):</u> <ul style="list-style-type: none"> ▪ English Major Final Portfolio (ENG 492) 	<ul style="list-style-type: none"> ▪ Grade of "Pass" in ENG 492 	Each Semester	English Dept Faculty

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Critical Performances in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample in order to improve their score. Candidates may repeat student teaching.

Other Key Data Collection Matrix

Preparation Program: Family & Consumer Sciences Education (Initial Preparation)

CF Values	Unit-Wide Assessment	Program Level Data Collection Points (Courses)		
		1	2	3
Dispositions	Dispositions Form	EDU 250	CFS 481	SEC 490 MGE 490
Field Experiences & Clinical Practice	Early Clinical Experience Summary Information	EDU 250	CFS 381	
Field Experiences & Clinical Practice	Final Clinical Experience Summary Information	SEC 490 MGE 490		
KTS/Impacts P-12 Student Learning	Capstone Assessment	EDU 489		
KTS/Dispositions	Final Clinical Experience Evaluation	SEC 490 MGE 490		
KTS	Exit Survey	EDU 489		
Diversity*	Early Clinical Experience Summary Information	SEC 352		

*Please indicate the course or experience your program uses to guarantee that all candidates work with diverse students.

Annual Program Assessment Report Outline (Due September 15)
Academic Year _____

1. Present your continuous assessment results in the following areas:
 - a. Admission Data
 - b. Course Based Assessment Data
 - c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*
 - d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*
 - e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.