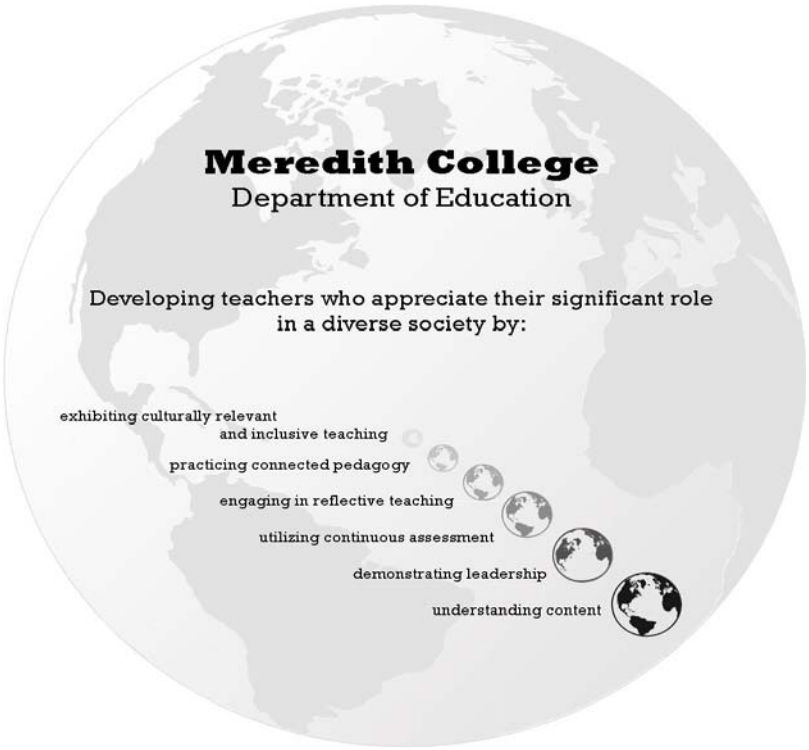
FAMILY & CONSUMER SCIENCES



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Department of Education

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Table of Contents

Program Overview 3

Conceptual Framework 10

Standard 1: Candidate Knowledge, Skills, and Dispositions 17

Core Standards 24

Diversity Standards 33

Technology Standards 41

Specialty Area Standards for Family & Consumer Sciences 49

Candidate Work with Families and Communities 68

Standard 1A: Undergraduate Qualifications 69

Standard 1B: Licensure-Only Students 70

Standard 2: Assessment System and Evaluation 72

Standard 3: Field Experiences and Clinical Practice 80

Standard 4: Diversity 85

Standard 5: Faculty Qualifications, Performance, Development 96

Standard 5A: Faculty Assignment 102

Standard 6: Program Governance and Resources 113

Standard 6A: Working Conditions 118

Family & Consumer Sciences Program - Secondary

The Family & Consumer Sciences Education teacher licensure program offers a course of study leading to licensure for Comprehensive FACS Education 7-12.

Program Overview

Upon graduation from the Meredith College Family & Consumer Sciences Education Program, students are prepared to teach all FACS courses supported by the North Carolina Department of Education except Foods II (Food Science). Student are prepared to teach the following courses: Exploring Life Skills, Teen Living, Food I (Fundamentals), Foods II (Advanced), Culinary Arts and Hospitality I, Culinary Arts Hospitality II, Parenting and Child Development, Early Childhood Education I, Early Childhood Education II, Housing and Interiors I, Housing and Interiors II, Apparel Development I, Apparel Development II, Life Management, Life (Living Independently through Financial Education), and Family & Consumer Sciences Advanced Studies.

Levels of North Carolina Department of Public Instruction Supported FACS Courses

Grades 7-8	Levels			
	Level 1	Level 2	Level 3	Level 4
Exploring Life Skills	Teen Living		Life Management LIFE (Living Independently through Financial Education (State Pilot)	Family and Consumer Sciences Advanced Studies
		Housing and Interiors I	Housing and Interiors II	
	Foods I - Fundamentals	Foods II - Advanced	Foods II - Food Science	
			Culinary Arts and Hospitality I	Culinary Arts and Hospitality II
		Apparel Development I	Apparel Development II	
	Parenting and Child Development		Early Childhood Education I	Early Childhood Education II

The following link provides course descriptions of the FACS courses supported by the North Carolina Department of Public Instruction:
http://www.dpi.state.nc.us/cte/family-consumer/course-descriptions.html

Levels offered
In conjunction with the Secondary Teacher Education program, the Family and Consumer Sciences program offers initial licensure for teaching Family and Consumer Sciences in grades 7 through 12. The Teacher Education program is housed in the Education department, and the Family and Consumer Sciences program is the Human Environmental Sciences department. Both departments are in the school of Health and Human Sciences.

Special characteristics
Several programs in the Human Environmental Sciences department have successfully secured accreditation, including: American Dietetics Association, Council on Interior Design Association, and National Association on the Education of Young Children.

Program of study
Licensure in Family & Consumer Sciences from Meredith College requires completion of general education program (*see Table 2*), professional education requirements (*see Table 3*), content education requirements (*see Table 4*), and Family and Consumer Sciences major (*see Table 5*).

Meredith College General Education Program description and class specifics is found at the following link: http://www.meredith.edu/academics/gened/

TABLE 2: Courses that meet General Education Requirements

Course Number	Course Title	Credit Hours
PSY 312	Exceptional Individuals	3
SOC 335	Race & Ethnic Relations	3
CD 335	Marriage & Family	3
FCS 355	Family Resource Management	3
FCS 765	Family & Consumer Sciences Education	3

TABLE 3: Professional Education Requirements

Course Number	Course Title	Credit Hours
EDU 232	Foundations of American Educcation)	3
EDU 234	Educational Psychology	3
PSY 312	Exceptional Individuals	3
SOC 335	Race & Ethnic Relations	3
EDU 241	AudioVisual	1
EDU 350	Teaching in Middle School	3
EDU 440	BLOCK-Seminar in 7-12 Education	1
EDU 450	BLOCK-Reading	1
EDU 466	BLOCK-Adolescent Behavior	3
EDU 467	BLOCK-Secondary School	3
EDU 490	BLOCK-Student Teaching	6

TABLE 4: Family and Consumer Sciences Content Requirements

Course Number	Course Title	Credit Hours
FMD 115	Clothing Construction	3
FMD 418	Textiles	3
FN 124	Principles of Food	3
FN 227	Nutrition	3
FN 310	Foodservice Management I	3
FN 312	Foodservice Management I Lab for FCS	1
ART/ID 144	Interior Design	3
ID 245	Housing Issues	3
CD 234	Preschool Child	3
CD 335	Marriage & Family	3
CD 436	Preschool Administration	3
ECO/FCS 274	Consumer Economics	3
FCS 355	Family Resource Management	3
FCS 290	Foundations in Family & Consumer Sciences	1
	One of the following:	3
	SOC 340 Aging & Retirement (3)	
	SWK 308 Human Behavior for Social Work Practice, Adulthood through Death (3)	
	PSY 210 Life Span Development (3)	
Electives	Chosen from the following:	3
	CD 438 Supporting & Strengthening Families (3)	
	FMD 226 Tailoring (3)	
	FMD 427 Apparel Design (3)	
	ID 246 Interior Design Materials (3)	
	CORE 404 Global Questions: The Needs of Families (3)	

TABLE 5: Content Education Requirements

Course Number	Course Title	Credit Hours
FCS 764	Methods Teaching FN & FCS	3
FCS 765	Family & Consumer Sciences Education	3
FCS 325	Supervised Internship for FCS (or 2000 hours work experience)	0-4

Program goals

The goals of the secondary Family and Consumer Sciences licensure program support the goals of the department of Education. The mission and goals of the Family and Consumer Sciences program and the department of Education follow.

The mission of the *Family and Consumer Sciences* Program is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

- Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- Promote the personal, social, and economic health of people;
- Utilize theories and research to balance personal, home, family, and work lives;
- Address problems in diverse family, community, and work environments;
- Apply appropriate technology to maximize human potential;
- Develop high standards of professional practice; and
- Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The *Department of Education* is committed to the development of reflective practitioners able to evaluate critically the purposes of education and develop their own philosophy of education; explore and evaluate understandings of the nature of the learner and the learning process; design curriculum that reflects their philosophy of education, their understanding of the learner, the learning process, and the culture of schooling; meet the needs of linguistically, socio-economically, and culturally diverse school populations; explore the philosophical, cultural, and educational implications of current education technologies and their potential value in contemporary classrooms; be teacher-researchers; work creatively and effectively with the content area of the school curriculum; and assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Course in the Department of Education are designed to provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who:

- Transform Content Knowledge by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators.
- Provide Leadership by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners.
- Practice Culturally Relevant Teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment.
- Practice Teaching Strategies that are Personal and Focused on Individuals by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning.
- Engage in Reflective Teaching by continuously assessing themselves as educators; by adjusting teaching based on reflection; and by participating in continuing staff development and professional organizations.
- Conduct Continuous Assessment by implementing informal and formal assessments, maintaining sound records of student development; interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment; communicating with students and families; and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to: actively observe, describe, reflects, analyze, connect, communicate, and act-with increasing competence as a teacher.

Program Coordinator

Dr. Jody L. Roubanis, a full time associate professor in the Human Environmental Sciences Department, and Dr. Deborah Tippett, professor and department head, both teach the methods courses and supervise student interns. Dr Roubanis is the program coordinator and oversees the program's operation in collaboration with the Department of Education.

Licensed Faculty

Both Drs. Roubanis and Tippett have licenses to teach Family and Consumer Sciences in North Carolina, and are qualified to teach the methods courses. Dr. Roubanis has 4 years experience as a high school teacher and State Vocational Student Organization (now FCCLA) specialist. Dr. Tippett has 13 years of high school and middle school teaching experience. She was also recognized as Teacher of the Year when she was at Carrington Junior High for Durham County Public Schools and North Carolina Region 9.

Aggregated PRAXIS II pass rates for specialty area since last visit
The mean PRAXIS II score for all Family & Consumer Sciences licensure program completers from spring 2002 to spring 2006 is 676. (*See Table 6.)*

TABLE 6: Program Completers and PRAXIS II Scores

Spring 02	Hipp	Amanda	640
Spring 03	Moore	Allison	670
Spring 04	Pate	Mary-Kathryn	710
Fall 05	Arnold	Ashley	670
Spring 06	Hicks	Sarah	690
Mean PRAXIS II Score			676

Number of program completers since last visit
Five (5) students have completed the program since last visit. (*See Table 6 above*.)

Number of candidates currently enrolled and admitted to program
As of fall 2007, one (1) student has been admitted to the Family & Consumer Sciences education program, and seven (7) students have declared a major in Family & Consumer Sciences with (7-12) licensure. One of the students enrolled is in the Honors Program, and one other student is in the Teaching Fellows Program. One of the students who has declared her major, but not been admitted to the education program, is a lateral entry teacher.

Enrollment Trends
Although enrollment in the Family & Consumer Sciences licensure program continues to be low, there appears to be an increase in the number of students enrolling in the program and their participation in scholarly focused programs. All of the graduates from the Family and Consumer Sciences program between Fall 2005 and Spring 2008 will have been students enrolled in either the Honors Program at Meredith College or the Teaching Fellows Program.

Curricular Changes to the Family & Consumer Sciences Education Program
Since the last NCATE/DPI visit, several changes have been made to the required curriculum for the Family & Consumer Sciences education program. These changes have been mitigated by changes to Meredith Colleges general education program, and to the North Carolina Family & Consumer Sciences Standards (as put forth in the 2002 North Carolina State Board of Education mandate).

General Education Inspired Curricular Changes:
- CD 335 (Marriage & Family Relationships) was made an *Information Literacy* thread;
- FCS 355 (Family Resource Management) was made a *Writing Intensive* thread;
- FCS 765 (FCS Education) was made an *Ethics* thread; and
- CORE 404 (Global Questions: The Needs of Families) was added to the list of required electives.

2002 North Carolina Family & Consumer Sciences Standards Inspired Curricular Changes:
- FCS 325 (Supervised Internship for FCS) was added to meet the requirement for all Career Technical Education program for teacher candidates who do not have 2000 hours of related work experiences, that they have 500 hours of supervised internship experience; and
- Aging populations requirement was added to better target the second half of the life span indicated in *NC FCS Standard 1: Teachers understand and apply the dynamics of family*

systems and human development across the life span. One of the following classes must be taken to meet the requirement: SOC 340 (Aging & Retirement), SWK 308 (Human Behavior for Social Work Practice, Adulthood through Death, and PSY 210 (Life Span Development). Students are encouraged to take SOC 340 or SWK 308, because they specifically target the aging population. Because SOC 340 and SWK 308 are only offered one every two years, students can also meet the requirement by taking PSY 210. The prerequisite requirements for SOC 340 and SWK 308 are waived for FCS major, because they accomplish the requirements through other classes (CD 234, FCS 355, and CD 335).

Future changes:

Although not currently a requirement for beginning Family and Consumer Sciences teachers in North Carolina, ServSafe certification is a standard recognized by the Restaurant Association and encouraged by North Carolina Family and Consumer Sciences Department of Public Instruction consultants. Meredith College Family and Consumer Faculty, in conjunctions with Foods and Nutrition Faculty, are considering ways in which ServSafe certification can be included in the already required curriculum for Family and Consumer Sciences education majors.

Program Overview Links	
	Xythos
College Catalogues	Annual Reports
	Program Review
	Curriculum Vitae

Conceptual Framework

Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure alignment chart, advanced licensure alignment chart, INTASC Standards, NBPTS Standards, North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under Vision 2010 and the State Board of Education and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).

- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).

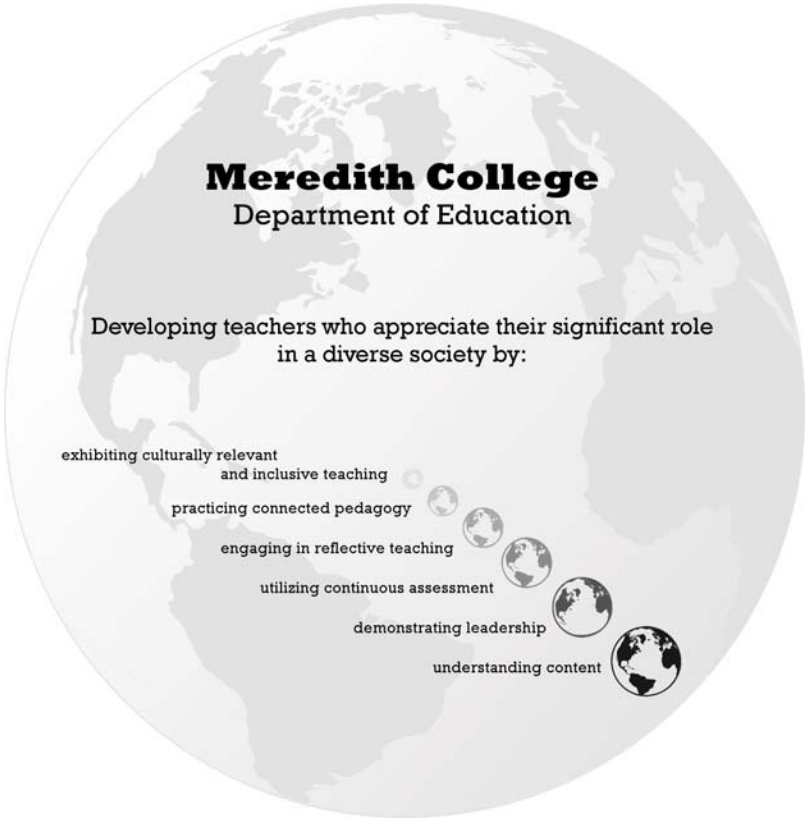
- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).

- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a

variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).

- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).

- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).



Courses that Target Goals in FCS Teacher Education Program										
	FCS 765 FCS Education	FCS 764 Teaching Methods	CORE Courses in General Education	HES Content Courses	EDU 232 Foundions of American Educ	EDU 234 Educational Psych	PSY 312 Exceptional Indiv	SOC 335 Race & Ethnic Relations	EDU 350 Teach in Middle School	Teaching Internship
Demonstrate leadership	■									■
Understand content	■	■		■						■
Practice connected pedagogy	■	■			■	■	■	■	■	■
Exhibit culturally relevant and inclusive teaching	■	■	■		■	■	■	■	■	■
Engage in reflective teaching	■	■			■	■	■		■	■
Utilize continuous assessment	■	■				■	■		■	■

It should be noted that the program's co-curricular opportunities strongly reinforce the above mentioned conceptual framework. Leadership experiences outside of the classroom are strongly encouraged, especially opportunities that relate to professional practice in Family and Consumer Sciences. This enrichment is evidenced in the high frequency of seized leadership opportunities by program participants. In the last five years five students have graduated from the program. Each of these students attended at least one national conference (the American Association of Family and Consumer Sciences, AAFCS). Each student also assumed a state leadership role in the pre-professional and graduate student section of the North Carolina Association of Family and Consumer Sciences (NCAFCS), or conducted an undergraduate research project. The next student slated to graduate from the program has presented her research at AAFCS and has been a p/gs[1] NCAFCS state officer. Additionally Meredith College has a strong student chapter (MAFCS) that provides multiple leadership opportunities for licensure candidates.

Alignment of Family and Consumer Science teacher education program with Conceptual Framework.

As is evidenced in the table above, course work in the FCS program strongly aligns with the conceptual framework. What may not be as evident is specifically how the conceptual framework is promoted in the FCS specific courses. In the FCS 765 course, students are introduced to the Ethical Perspectives Model for FCS Professionals that encourages reflective deliberation and pluralistic decision-making that promotes the best interests of the student (*Figure One*). Throughout the course students use the model to target the goals of the conceptual framework. For more depth in how the model reinforces the goals of the conceptual framework see Roubanis, Garner and Purcell (2008).

[1] As of the 2007 Annual NCAFCS Meeting, the name p/gs section of NCAFCS has been changed to the student unit.

Ethical Perspectives for FCS Professionals

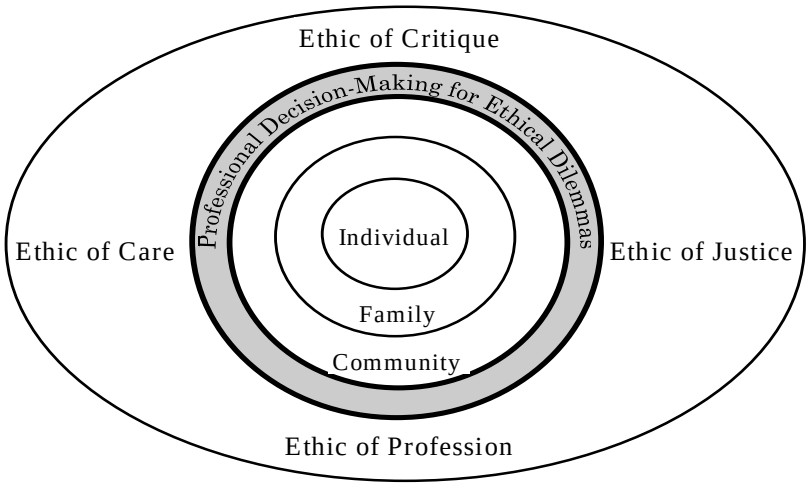


Figure One.
Roubanis, J.L., Garner, S.G., & Purcell, R.S. (2006) An ethical perspectives model for FCS. *Journal of Family & Consumer Sciences. 98*(4)30-31.

Changes to Conceptual Framework

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates and the experienced teachers we serve in our masters programs. The Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

Shared Vision & Coherence

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of

students. It encourages innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's Vision 2010 plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

> The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.
>
> The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

Professional Commitments and Dispositions

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

Commitment to Diversity

Meredith College is committed to diversity as reflected in the Vision 2010 plan, in the curriculum, in college programs, and in its organizational structure. The CORE Curriculum of the new General Education program begins with a common freshman level class titled *"Context of Culture"* that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the Study Abroad program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. The Diversity Council was formed in January 2004 as a result of a recommendation from the President's Diversity Task Force with the explicit charge of facilitating Meredith's diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith's progress towards its diversity goals. The Student Government Association also maintains an active Unity Council which works to

increase diversity education and awareness on campus through open forums and sponsored programs. These initiatives have helped to increase the College's enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education further supports this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a "respect for the diversity represented by the people with whom you are working." As noted above, these dispositions are monitored throughout the candidate's program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence or take SOC 335, *Race and Ethnic Relations*, as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, *Foundations of American Education*, that is linked with SOC 273, *Education and Family in Mexico*. At the graduate level, both EDU 620, *Education and Society*, and EDU 625, *Inclusion in the General Classroom*, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students.

Commitment to Technology

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College Technology Initiative began in 2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's Vision 2010 plan. Demonstration of basic computer competencies has been added to the General Education requirements of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the NETS-T technology standards. Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

Conceptual Framework Links-Xythos
Course Syllabi

Program Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Initial Licensure Programs

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates in Family and Consumer Sciences Education develop content knowledge as they fulfill general education requirements; major requirements in an academic discipline, either biology or chemistry; and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

General Education. All undergraduate students at Meredith College are required to complete Meredith's general education curriculum, entitled *Making Connections – Making a Difference.* The General Education program encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18-24 hours) includes the three culture-focused CORE courses, English composition, English literature, History, and Religion.

- **Fields of Knowledge** (32-46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving – a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy – a lab science course, an approved Science in Society course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts – three credits in art, dance, music, or theater, and (5) Health and Physical Learning – four to six credits in physical education or dance activity courses and a Health Education course.

North Carolina Core Standards

The Family and Consumer Sciences program at Meredith College meets the Core Standards put forth by the North Carolina State Board of Education, to be met by all North Carolina teacher education programs seeking accreditation.

National Standards for Family and Consumer Sciences Teachers

Specific to Family and Consumer Sciences teacher preparation programs, the National Standards for FCS have been endorsed by members of National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) in December of 2004. According to Fox, Stewart and Erickson (2007), these standards provide an overarching model of excellence for what a beginning teacher in family and consumer sciences (FCS) should know and be able to do, and are unique to the beginning FCS teacher. As presented here, 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.

Professional Alignment

In their classic work *Home Economics: A Definition,* Brown and Paolucci (1979) outlined three capacities of the effective professional including: technical skills, interpretive understanding, and emancipatory action. Students in the Meredith College Family and Consumer Sciences Program acquire all of these capacities.

- **Technical Skills:** Students gain the factual knowledge that is used to formulate hypotheses and form deductive arguments. Students are able to determine what information is needed to solve a problem, and conduct an appropriate research inquiry to secure that information. They have the empirical skills to determine if the secured information is accurate, relevant and reliable.

- **Interpretive Understanding:** Formulated from their technical skills, students have insight into human interactions and can explain reasons that underlie these human interactions. Students have phenomelogical understandings that help them reveal the meaning an individual conceives as opposed to a meaning an observer imposes. Interpretive understandings provide students the capacity to be empathic to her clientele and be sensitive to the imposing of her own values or meanings on a situation.

- **Emancipatory Action:** The focus of the Family and Consumer Sciences profession is to improve the quality of life for individuals, families and communities. Ready to fulfill this professional mission, students have the capacity to take emancipatory action. Critical thinking is an antecedent to emancipatory action. Brown and Paolucci (1979) suggested that critical thinking and moral reasoning are at the heart of the profession. Craig (1996) affirmed that the practice of family and consumer sciences practice “requires that ethics be an integral part of professional action” (p.147). Students poses the normative capacities that enable them to justify why people should conduct themselves a certain way and are capable of taking the professional action to improve the quality of life of individuals, families and communities.

Coherent Course Offerings
The curriculum follows a logical sequence that introduces students to all aspects of the Family and Consumer Sciences Body of Knowledge, and culminates in the application of the body of knowledge. Students meet with their advisor to determine their course of study and ensure that prerequisites are met before enrolling in the next course in a sequence. Early in the advising process students are encouraged to investigate experiential opportunities. Licensure students seek classroom opportunities that reflect a wide array of diversity. General FCS students explore opportunities that reflect their professional philosophy and the mission of Family and Consumer Sciences. Additionally, students are frequently advised to embark on undergraduate research projects as a means to enhance their experiential learning opportunities.

Course Sequencing
In learning experiences that occur early in the curricular program, the pedagogical foci are for students to acquire technical skills of inquiry necessary to understand the Family and Consumer Sciences Body of Knowledge, and for students to construct interpretive understandings of the material and oneself as a moral agent. Learning experiences that occur later in the program provide students the opportunity to apply and test those acquisitions. As recommended by Brown and Paolucci (1979), technical, interpretive and emancipatory capacities are developed throughout the Meredith College Family and Consumer Sciences program of study.

- ***Technical Skills*** Student gain a breath empirical and factual knowledge in 100 and 200 level HES courses. HES courses include content in the following areas: foods and nutrition, fashion merchandizing and design, child development, and interior design.

- ***Interpretive Understanding*** Students build upon their technical skills to gain interpretive understandings. While other HES classes contribute to interpretive understanding, the required 300 level courses in the major target this capacity. Two courses, Marriage and Family (CD 335) and Family Resource Management (FCS 355), provide students insight into human interactions. The CORE classes in the general education program contribute to acquisition of interpretive understanding. Students must be at least in sophomore standing to take CD 335, junior to take FCS 355, and 75 credit hours to take CORE classes.

- ***Emancipatory Action*** Student teaching provides students the opportunity for emancipatory action. This experiential opportunity requires students to make morally defendable judgments. These decisions have the potential to positively (or negatively) affect the lives of students in their charge.

Evidence shows that the Meredith College Family & Consumer Sciences education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Multiple assessments are used to evaluate these areas

of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the workforce and after having teaching experience. All general professional education and methods courses are fully aligned with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table 1.1 shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard 1.

Table 1.1
Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard 1, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates

Learning Outcomes: INTASC Standards (TCER) The teacher candidate…	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards	National Family & Consumer Sciences Standards
1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Understand content Practice connected pedagogy		CK, PCK	1	1	1, 6	1,2, 3, 4, 10
2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development.	Exhibit culturally relevant and inclusive teaching	Respect for people	PPKS	2, 4, 6	2	2	6, 7
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Exhibit culturally relevant and inclusive teaching	Respect for diversity	PPKS, D	2, 3, 6	1, 2, 4	2, 3, 6	6, 7
4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	Practice connected pedagogy		PCK	2	1, 2	3	6
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Practice connected pedagogy Exhibit culturally relevant and inclusive teaching	Respect for people Awareness in social interactions	PPKS, D	2,6	1		7, 10

6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Exhibit culturally relevant and inclusive teaching	Awareness in social interactions	PPKS, D	2	1	1, 2, 3, 6	6
7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Understand content Practice connected pedagogy		CK, PPKS	2, 3	2	2, 3	6,7
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Utilize continuous assessment		PPKS, SL	2	1,2	4	8
9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	Engage in reflective teaching	Awareness in social interactions Professional and ethical behaviors	PPKS, D	5	6	5	8
10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	Demonstrate leadership	Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors	PPKS, D	3, 4, 6	3,4, 5	5	8

* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning** Standards text available in supporting documents

CORE Standards

Family & Consumer Sciences teachers have a broad knowledge of the content, its relevance, and how it relates to the overall curriculum. This broad knowledge is measured several times during the program.

All traditional undergraduate students at Meredith College are expected to show competence in foreign language, mathematics, foreign language, English, the social sciences, and the arts. In addition, students are expected to have experiences that permit them to demonstrate writing, technology, and understand and demonstrate ethical behavior. The teacher education program at Meredith College embraces the General Education program, and uses the competencies from General Education to ensure a globally competent teacher for the 21st century classroom.

Candidates are required to take four lab sciences: biology, chemistry, earth science, and physics; thereby, all Family and Consumer Sciences Education candidates receive background in each of the four science disciplines. Field experiences and clinical practice give students a variety of experiences in schools. As demonstrated in the field experiences table, science teacher candidates have four basic experiences in the schools, and receive assignment of a cooperating teacher the semester before student teaching during methods. The opportunity to observe in their classroom the semester before offers Family and Consumer Sciences Education candidates the opportunity to learn the culture of the school, establish a relationship with the cooperating teacher, and work on unit plans during methods.

Licensure only candidates in Family and Consumer Sciences Education demonstrate knowledge, skills, and dispositions, the same as the traditional undergraduates. Though not required to take the General Education Core, expectations for demonstrating the competencies in technology and diversity are the same. Through the successful completion of the required sciences, SOC 335, Race and Ethnic Relations and EDU 241, Introduction to Instructional Media, plus EDU 232, Foundations of American Education and EDU 234, Educational Psychology, licensure only teacher candidates are held to the same standards as traditional undergraduates.

While we serve lateral only teachers in the Triangle area, the majority of lateral entry candidates in Family and Consumer Sciences Education work through the Regional Alternative Licensure Centers to obtain information on the competencies necessary for licensure. The secondary science methods class is offered in the late afternoon and is available for lateral entry students. RALC has communicated with area school systems on our late afternoon and evening offerings. Lateral entry teachers who request licensure through the teacher education program at Meredith College are advised initially by the Department of Education, then by the program coordinator in the specialty area. Expectations in the program are the same as outlined for licensure only teacher candidates. The Teacher Performance Appraisal Instrument (TPAI) is used by our program as the final evaluation of the lateral entry candidate for licensure.

Core Standard 1: Candidates know the content they teach

Core Standard 1: Candidates know the content they teach		
Indicator 1.1: Candidates have a broad knowledge of content.		
Indicator 1.2: Candidates know the content appropriate to their teaching specialty		
Indicator 1.3: Candidates understand the ways in which their teaching area connects to the broad curriculum		
Indicator 1.4: Candidates know relevant applications of the content they teach		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; 4.5/5) See Core Standards DVD in Evidence Box
Overall GPA, Student interns	2002-2006	100% (N=5; avg 3.394/4.0)
GPA in Content Area	2001-2006	100% (N=5; avg 3.432/4.0)
PRAXIS II Scores of student interns (if applicable)	2002-2006	100% (N=5; avg 667 with 500 as cut off)

Core Standard 2: Candidates know to teach students

Pedagogy is a major focus of the Family and Consumer Sciences Education program, and the evidence shows that teacher candidates in the program know how to teach students. A number of courses focus on pedagogy including EDU 234, Educational Psychology that focuses on the intellectual, physical, social, and emotional development of the students they plan to teach. Field experiences in educational psychology focus on the knowledge of the learner. EDU 241, Introduction of Instructional Media assists students in identifying appropriate technology for inclusion in the classroom, and SCI 764, The Teaching of Science and EDU 490, Observation and Directed Teaching allow students to demonstrate knowledge of instructional and assessment strategies.

Core Standard 2: Candidates know how to teach students		
Indicator 2.1: Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.		
Indicator 2.2: Candidates use a variety of methods to teach students.		
Indicator 2.3: Candidates are expert communicators.		
Indicator 2.4: Candidates are able to use communication skills to circumvent or manage conflict as it arises in the classroom.		
Indicator 2.5: Candidates have strong and current technology skills.		
Indicator 2.6: Candidates plan instruction that is appropriate for the students they teach.		
Indicator 2.7 Candidates use a variety of methods to assess what students have learned.		
Indicator 2.8 Candidates teach communication, thinking, and problem solving skills.		
Indicator 2.9 Candidates help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.		
Indicator 2.10 Candidates instill a love of learning and self-confidence based on achievement.		
Indicator 2.11 Candidates align their instruction with the required curriculum.		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % at acceptable or above**
Grades in methods classes (FCS 764 & 765)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 3.68/4.0) 100% (N=1; 4/4.0) 100% (N=2; avg 4/4.0) See Core Standards DVD in Evidence Box
Grades in EDU 241, Introduction to Instructional Media	2004-2006	100% (N=5; all passed)
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; 4.5/5)

Demonstrations conducted in FCS 764 Visual Media created in FCS 764		Linked at the end of Core Standards: Demonstration Strategies Visual Media
Student Teacher Final Evaluations* Standard 5 (Management & Motivation)	2001-2002 2003-2004 2005-2006	100% (N=2; ave 5/5) 100% (N=1; 5/5) 100% (N=2; ave 4.5/5)
Student Teacher Final Evaluations* Standard 6 (Communication)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4/5)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations* Standard 8 (Assessment)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.5/5)
E Portfolio Portfolio at a Glance (total grid)	2005-2006	100% (N=5; avg 4.665/5)

Core Standard 3: Candidates are successful at teaching a diverse population of students.

Teacher education candidates in science create classroom environments that value diversity and address the needs of all students. Teacher candidates develop an understanding of the complexity of supporting all learners by working in classroom settings with students whose cultures and ways of viewing the world are different from their own; exhibiting behaviors that demonstrate value those differences; creating environments where diversity is appreciated; and, working with others to bring about lasting changes in the attitudes and dispositions of others.

Evidence presented in the professional portfolios, final evaluations, and lesson plans show that students are conscious of the importance of developing strategies for teaching in diverse settings.

Core Standard 3: Candidates are successful at teaching a diverse population of students.		
Indicator 3.1: Candidates demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.		
Indicator 3.2: Candidates treat students as individuals.		
Indicator 3.3: Candidates know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.		
Indicator 3.4: Candidates adapt their teaching for the benefit of students with special needs.		
Indicator 3.5: Candidates work collaboratively with the families and significant adults in the lives of their students.		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % at acceptable or above**
Grades in methods class	2002-2006	100% (N=5; avg 3.92/4.0)
Grades in EDU 232, Foundations of American Education and	2002-2006	100% (N=4; avg 4.0/4.0)
Grades in EDU 234, Educational Psychology	2002-2006	100% (N=4; avg 3.5/4.0)
Grades in SOC 335, Race and Ethnic Relations	2002-2006	100% (N=4; avg 4.0/4.0)
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; avg 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations* Standard 10 (Collaborative Relationships)	2001-2002 2003-2004	100% (N=2; avg 5/5) 100% (N=1; 5/5)

	2005-2006	100% (N=2; avg 5/5)
E Portfolio Portfolio at a Glance Sample FCS student portfolio	2005-2007	100% (N=5; avg 4.67/5.0)

Core Standard 4: Candidates are leaders.

Meredith College stresses the development of women leaders, and it is natural that the Conceptual Framework of the teacher education program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education program at Meredith College expects its students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. In addition, the teacher education program accumulates data on program completers who are asked to report on their leadership in their current positions.

Core Standard 4: Candidates are leaders		
Indicator 4.1: Candidates lead in their classes.		
Indicator 4.2: Candidates lead in the school.		
Indicator 4.3: Candidates lead in advocating for school and children.		
Indicator 4.4: Candidates function effectively in complex, dynamic environments.		
Indicator 4.5: Candidates meet high ethical standards.		
Indicator 5.5: Candidates support the teaching profession.		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % at acceptable or above**
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
EDU 467, Secondary School, FCS Sample Philosophy of Education	2002-2006	100% (N=5; ave 4.0/4.0)
Leadership in representing research team and/or NCAFCS p/gs at AAFCS	2004-2007	100% of program graduates have provided leadership at national AAFCS meeting; See Leadership Picture Show below. Also, see Core Standards DVD in Evidence Box

Core Standard 5: Candidates are reflective about their practice.

Teacher candidates in Family and Consumer Sciences Education are reflective in practice. In being reflective, they are open about what they do, implement instructional strategies that demonstrate best practices, reflect on why what they do works, and ask for feedback on what works and what doesn't. Analysis of data shows that all candidates were at or above standard in all assessed areas.

Core Standard 5: Candidates are reflective about their practice.		
Indicator 5.1: Candidates analyze the results of teaching.		
Indicator 5.2: Candidates collaborate with their colleagues.		
Indicator 5.3: Candidates use research in their classrooms.		
Indicator 5.4: Candidates continue to grow professionally.		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % at acceptable or above**
Grades in EDU 490, Observation and Directed Teaching	2002-2006	(N=5) 100% Pass rate
FCS Sample Reflection 1 FCS Sample Reflection 2 FCS Sample Reflection 3	2002-2006	(N=5) 100% Pass rate
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
E Portfolios - Professional Portfolios		Sample FCS Portfolio
Teacher Evaluation Surveys	2006-2007	Sample Survey
First Year Program Completers Survey	2005 2006	Table 2.3

Core Standard 6: Candidates respect and care about students.

Evidence shows that teacher candidates in Family and Consumer Sciences Education communicate, care, and enthusiastically present active learning opportunities for all students. Through a variety of field experiences and clinical practice, teacher candidates demonstrate mastery of student relationship skills by observing and assisting in classrooms, tutoring diverse students, and designing and implementing multiple strategies in teaching.

Core Standard 6: Candidates respect and care about students.		
Indicator 6.1: Candidates enjoy spending time in the company of children and young adults.		
Indicator 6.2: Candidates learn all they can about each of their students.		
Indicator 6.3: Candidates maintain the dignity of each student.		
Indicator 6.4: Candidates express pride in their students' accomplishments.		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % at acceptable or above**
Grades in EDU 232, Foundations of American Education and	2002-2006	100% (N=5; avg 4/4.0)
Grades in EDU 234 – Educational Psychology	2002-2007	100% (N=5; avg 3.25/4.0
Grades in SOC 335 – Race and Ethnic Relations	2002-2006	100% (N=5; avg 4/4.0)
EDU 440, Seminar FCS Sample Reflection 1 FCS Sample Reflection 2 FCS Sample Reflection 3	2002-2006	100% pass rate (N=5)
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 5 (Management & Motivation)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
Grades in EDU 490, Observation and Directed Teaching	2002-2006	100% pass rate (N=5)

Core Standards - Links
Xythos
FCS Sample Reflection 1 FCS Sample Reflection 2
E Portfolio 1 E Portfolio 2
Philosophy of Education 1 Philosophy of Education 2
Demonstration Strategies Visual Media Strategies
Leadership Picture Show
See Core Standards DVD in Evidence Box

Diversity Standards

Meredith College a community where people are encouraged to express their individuality. The community recognizes the benefit of providing an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to "educate women to excel" impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual's role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework -

- Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission –

- The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Diversity Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.		
Indicator 1.1: Candidates evaluate and incorporate unbiased instructional materials.		
Indicator 1.2: Candidates use multiple strategies to address the needs of individual learners.		
Indicator 1.3: Candidates create a safe, inclusive and caring environment in which all students can learn.		
Indicator 1.4: Candidates understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.		
Indicator 1.5: Candidates use a variety of assessment procedures/instruments.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations*Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (5 average) 100% (4) 100% (5 average)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; 4.5/5)
Student Teacher Final Evaluations* Standard 5 (Motivation & Management)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.5/5)

Student Teacher Final Evaluations* Standard 6 (Communication Skills)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4/5)
Student Teacher Final Evaluations* Standard 8 (Assessment)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.5/5)

Diversity Standard 2: Candidates understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Secondary science teacher candidates demonstrate an understanding of how students learn, construct knowledge, and develop, including students with special needs. They design and provide learning experiences that support the intellectual, social, and personal development of all students. Teacher candidates value students' existing background by linking new learning with prior experiences, and build new background knowledge when appropriate. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 2: Candidates understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.		
Indicator 2.1: Candidates seek and apply good matches among instructional goals, methods, and materials, and students' skills and abilities.		
Indicator 2.2: Candidates assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.		
Indicator 2.3: Candidates modify instruction and assessment to meet the needs of individual student.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Lesson Plans Diverse Learners Lesson Plan	2006-2007	100% students include differentiation in lesson plans
Student Teacher Final Evaluations*Standard 2 (Student Learning & Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)

Student Teacher Final Evaluations* Standard 9 (Respectful Environment)	2001-2002 2003-2004 2005-2006	100% (5 average) 100% (4) 100% (5 average)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; 4.5/5)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Student Teacher Final Evaluations* Standard 8 (Assessment)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.5/5)
E Portfolio Portfolio at a Glance	2005-2006	100%
Grades in SOC 335, PSY 312	2001-2002 2003-2004 2005-2006	100% (N=2; avg 3/4.0) 100% (N=1; avg 3.5/4.0) 100% (N=2; avg 4/4.0)

Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Teacher candidates in the Family & Consumer Sciences Education program at Meredith College recognize how stereotypes and one's own personal biases limit effective teaching, and exhibit behaviors that are inclusive and equitable. They model consciously an appreciation of all students and expect their students to model the same behavior. Teacher candidates understand schools as organizations within a larger community context and that this context can affect students at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support student learning. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 3: Candidates work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.		
Indicator 3.1: Candidates develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.		
Indicator 3.2: Candidates recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.		
Indicator 3.3: Candidates make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.		
Indicator 3.4: Candidates talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Case study, EDU 466 – Preadolescent/Adolescent Behavior	2005-2007	100% Case Studies
E Portfolio Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
FCS 765 Personal code of ethics	2005-2006	100% See Evidence Box

Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Traditional undergraduates in the teacher education program complete the CORE General Education program, and those in the FCS program have completed other courses focusing on diverse populations. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 4: Candidates acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.		
Indicator 4.1: Candidates become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.		
Indicator 4.2: Candidates provide opportunities for students and their families to share their diversities.		
Indicator 4.3: Candidates promote appreciation and respect for diversity by rejecting the use of stereotypes.		
Indicator 4.4: Candidates provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Sample "Admission Essay" with rubric	2002-2006	100% Admission Essay Sample
Sample EPG Projects from EDU 232, Foundations of American Education	2001-2006	100% Sample EPG Project
Grades, EDU 232, Foundations from Amer. Edu.	2002-2006	100% (N=5; avg 4/4.0)
Grades in SOC 335, Race & Ethnic Relations	2002-2006	100% (N=5; avg 3.6/4.0)
Grades in PSY 312, Psy. of Excep. Indiv.	2001-2006	100% (N=5; avg 3.25/4.0)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
E Portfolio Portfolio at a Glance	2005-2007	100%

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Teacher candidates in the secondary science program at Meredith demonstrate leadership by contributing to the development of their peers, becoming involved in community partnerships in their schools, and promoting and fostering respect among all students. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 5: Candidates who teach diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.		
Indicator 5.1: Candidates become strong advocates for educational equity. Indicator 5.2: Candidates continually refine practices that address the individual needs of diverse learners. Indicator 5.3: Candidates are proactive and deliberate in promoting and fostering respect among students.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Lesson Plans Diverse Learners Lesson Plan	2005-2006	100% students include differentiation in lesson plans
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.75/5)

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.

Teacher candidates in Family and Consumer Sciences Education reflect on practice, and are committed to educational equity. As demonstrated by EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all students in their classroom and school. Analysis of the data presented shows that all candidates are at or above average in this area.

Diversity Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.		
Indicator 6.1: Candidates identify own biases and reflect on them in terms of practice. Indicator 6.2: Candidates provide equity and access to learning in classroom.		
Assessments (Knowledge, Skills, Dispositions)	**Timeframe**	**Findings: % acceptable or above**
Sample EPG Projects from EDU 232, Foundations of American Education	2001-2007	100% Sample EPG Project
Grades, EDU 232, Foundations from Amer. Edu.	2002-2006	100% (N=5; avg 4/4.0)
Student Teacher Evaluations* Standard 10 (Reflective Practice)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
E Portfolio Portfolio at a Glance, Reflections FCS Sample Reflection 1 FCS Sample Reflection 2 FCS Sample Reflection 3	2005-2006	100%

Diversity Standards - Links
Xythos
E Portfolio – Diversity Websites
FCS 765 Personal code of ethics
Course Syllabi – FCS Course Syllabi - Education
Lesson Plans - Differentiation

Technology Standards

Secondary (science) teacher candidates demonstrate a sound understanding of technology operations and concepts. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. The original technology portfolios were paper copies. This seems ironic now in that programs were looking at and assessing technology competence by evaluating paper in notebooks.

However, since that time, Meredith College has moved into the 21st century with a laptop initiative, and the Department of Education moved into the direction of E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

In response to our last accreditation visit in the fall 2001, a new course, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating webpages for use in a diverse classroom, and creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

The E Portfolios have been an option for student interns since fall 2004; however, the greatest number of E Portfolios was assessed in spring 2005. The students continued to have the option of submitting paper; however, none have been completed since spring 2005. The following tables illustrate how candidate knowledge, and dispositions in technology are measured.

***Denotes Student Teacher Evaluation Instrument used academic years fall 2001-spring 2006**

Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.		
Indicator 1.1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).		
Indicator 1.2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations*, Standard 1 (Content Pedagogy)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)

Student Teacher Final Evaluations* Standard 6 (Communication)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4/5)
Grades in EDU 241 – Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that secondary science candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the candidate's ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.		
Indicator 2.1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		
Indicator 2.2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.		
Indicator 2.3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.		
Indicator 2.4: Teachers plan for the management of technology resources within the context of learning activities.		
Indicator 2.5: Teachers plan strategies to manage student learning in a technology-enhanced environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations* Standard 2 (Student Development)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 6*, (Communication)	2001-2002 2003-2004	100% (N=2; avg 5/5) 100% (N=1; 5/5)

	2005-2006	100% (N=2; avg 4/5)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Grades in EDU 241 – Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Secondary science teacher candidates implement curriculum that include methods and strategies for applying technology to maximize student learning. Examples in the E-Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Webquests designed by teacher candidates show how students use technology in their content to develop students' higher order skills and creativity. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.

Technology Standard 3: Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.		
Indicator 3.1: Candidates facilitate technology enhanced experiences that address content standards and student technology standards.		
Indicator 3.2: Candidates use technology to support learner-centered strategies that address diverse needs of students.		
Indicator 3.3: Candidates apply technology to develop students' higher order skills and creativity.		
Indicator 3.4: Candidates manage student learning activities in a technology-enhance environment.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 4 (Instructional Strategies)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; 4.5/5)
Student Teacher Final Evaluations* Standard 6	2001-2002	100% (N=2; avg 5/5)

(Communication)	2003-2004 2005-2006	100% (N=1; 5/5) 100% (N=2; avg 4/5)
Student Teacher Final Evaluations* Standard 7 (Planning)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 4.5/5)
Grades in EDU 241 – Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools assessment system to report grades of students or designing rubrics to assess projects that their students complete, teacher candidates show that they use a variety of effective assessment and evaluation strategies to assess their students.

Technology Standard 4: Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.		
Indicator 4.1: Candidates apply technology in assessing student learning of subject matter using a variety of assessment techniques.		
Indicator 4.2: Candidates use technology resources to collect, analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		
Indicator 4.3: Candidates apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations* Standard 8 (Assessment)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.5/5)
Grades in EDU 241 Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.

Teacher candidates are adept at using technology communicate with peers, parents, and the larger community. Several artifacts are evident in the Portfolio-at-a Glance portion of their E Portfolios that show that this competency is met.

Technology Standard 5: Candidates use technology to enhance their productivity and professional practice.		
Indicator 5.1: Candidates use technology resources to engage in ongoing professional development and lifelong learning.		
Indicator 5.2: Candidates continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		
Indicator 5.3: Candidates use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions)	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance	2005-2006	100%
Student Teacher Final Evaluations* Standard 10 (Reflective Practice)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 11 (Collaborative Relationships)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4.75/5)
Grades in EDU 241 – Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.

The ethical and legal use of technology is critical to the teacher education program at Meredith College. Teacher candidates design a scavenger hunt not only for their students, but also for their students' parents that stresses the ethical use of technology. In addition, teacher candidates research good websites that they can use in planning lessons for their diverse students. Artifacts are evident that show that teacher candidates meet this standard.

Technology Standard 6: Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply these principles in practice.		
Indicator 6.1: Candidates model and teach legal and ethical practice related to technology use.		
Indicator 6.2: Candidates apply technology resources to enable and empower learners with diverse background, characteristics, and abilities		
Indicator 6.3: Candidates identify and use technology resources that affirm diversity.		
Indicator 6.4: Candidates promote safe and healthy use of technology resources.		
Indicator 6.5: Candidates facilitate equitable access to technology resources for all students.		
Evidence		
Assessments (Knowledge, Skills, and Dispositions	**Timeframe**	**Findings: % acceptable or above**
E Portfolio – Portfolio at a Glance Scavenger Hunt Activity	2005-2006	100% in Portfolio
Student Teacher Final Evaluations* Standard 3 (Diverse Learners)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 4/5) 100% (N=2; avg 5/5)
Student Teacher Final Evaluations* Standard 6 (Communication)	2001-2002 2003-2004 2005-2006	100% (N=2; avg 5/5) 100% (N=1; 5/5) 100% (N=2; avg 4/5)
Grades in EDU 241 – Introduction to Instructional Media	2004- 2006	100% (N=2; avg 4/4.0 & N=1; pass)

Technology Standards Links	
Xythos	
E Portfolio 1 E Portfolio 2	Webquest 1

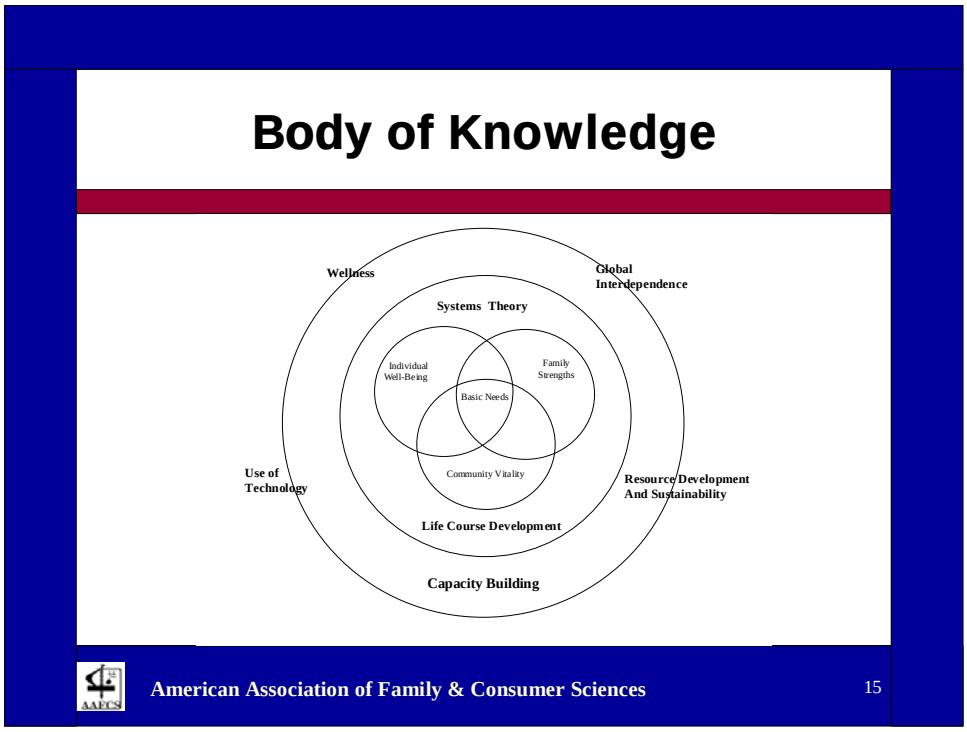
Specialty Area Standards

A. Overview of evidence (See table on next page).

Family and Consumer Sciences Area Standards	FMD 115 Princ Cloth Constr	FMD 418 Textiles	FN 124 Principles of Foods	FN 227 Nutrition	FN 310 Foodservice Mgmt I	FN 312 Foodservice Mgmt Lab for FCS Majors	ID 144 or ART 144 Interior Design 1	ID 245 Housing Issues	CD 234 Preschool Child	CD 335 Marriage & Family	CD 436 Preschool Admin for B-K and FCS	FCS 355 Family Resource Management	FCS 490 Professional Symposium	FCS 764 Methods of Teaching FCS	FCS 765 FCS Education	SOC 340, SWK 308, or PSY 210	Internship Class (2-4 credit hours)
1. Teachers understand and apply the dynamics of family systems and human Development across the life span.																●	
2. Teachers know how to implement resource management.												●					
3. Teachers apply the principles of design, selection, and care of clothing and textile products.	●	●															
4. Teachers apply housing and interior design concepts.							●	●									
5. Teachers apply concepts related to foods, nutrition, and wellness.			●	●													
6. Teachers have the appropriate occupational experience (intership or documented) to enable them to demonstrate competence in family and consumer sciences occupations.																	●
7. Teachers demonstrate instructional and assessment methods tht are appropriate for Family and Consumer Sciences Education program.														●	●		
8. Teachers coordinate Family, Career, and Community Leaders of America (FCCLA), the career-technical student organization, according to State and National Guidelines.															●		
9. Teachers use strategies that facilitate student development of workplace knowledge and skills.														●	●		
10. Teachers integrate career development into the program, including career planning and readiness.													●		●		
11. Teachers are committed to professional development.													●		●		
12. Teachers conduct successful Family and Consumer Sciences Education Programs.					●						●			●	●		
13. Child Care Teachers understand and apply concepts related to the child care services industry.									●		●				●		
14. Clothing/Interior Design Teachers understand and apply concepts related to the clothing/interior technology industry.	●	●					●								●		
15. Food/Culinary Teachers understand and apply concepts related to the food industry.					●	●									●		
16. Human Development Teachers understand and apply concepts related to human development, interactions, and care for various life stages and conditions.									●	●	●	●			●	●	

Standard 1
The proceeding table indicates that a change has been made to the Family and Consumer Sciences education program curriculum effective in 2006-2007. Since our last NCATE/DPI we have added the requirement that students must take one course that focuses on the aging population, to better meet Standard 1 (SOC 340, SWK 308 or PSY 210). Advisors of Family and Consumer Sciences education majors, encourage majors to take SOC 340 or SWK 308 because these course focus primarily on the aging population. Family and Consumer Sciences education majors get the early and adolescence years through CD 234 and FCS 764. But because SOC 340 and SWK 308 are only offered once every two years, students are also permitted to take PSY 210 to meet this requirement, which is offered every semester. The prerequisites for SOC 340 and SWK 308 are waived for Family and Consumer Sciences majors, because they meet the prerequisite requirements through their Family and Consumer Sciences coursework.

Since Standard 1 was last updated, the American Association of Family and Consumer Sciences has endorsed that all Family and Consumer Sciences professionals use systems theory and *life course development* theory to understand and work with individuals, families, and communities (Baugher et al. 2001). In FCS 290 (Foundations in FCS), students are introduced to systems theory and life course development. They have further opportunity to use and integrate these theories in FCS 355 (Family Resource Management) and FCS 765 (FCS Education).



Family and Consumer Sciences Standard 1: Teachers understand and apply the dynamics of family systems and human development across the life span.
Indicator 1.1: Examine developmental stages including physical, social, intellectual, psychological, and emotional characteristics of human development and their interrelationships to meet the needs of individuals through the life span.
Indicator 1.2: Analyze impact of relationships on the development and nurturance of individuals to promote emotional stability.
Indicator 1.3: Demonstrate positive communication skills needed by individuals and families to function productively in society.
Indicator 1.4: Describe diversity among individuals and families to promote understanding of individual perspectives.
needs.
Indicator 1.6: Assess influence of technology on human development to meet individual needs.
Indicator 1.7: Assess public policies that impact individuals, families, and communities to promote awareness of personal rights.
Indicator 1.8: Interpret effects of societal issues on individuals and families.
areas.

Evidence		
Where Taught	Timeframe	Assessments
SOC 340 - Aging & Retirement	2006-2007	N=0
SWK 308 - Human Behavior for Social Work Practice, Adulthood through Death	2006-2007	N=0
PSY 210 - Life Span Development	2006-2007	N=0

As a point of clarification, the most recent graduate from Meredith College Family and Consumer Sciences education program completed in spring of 2006, hence the assessment listed above has an N value of zero.

See Evidence Box for CD 234 example of how theory is tied to observations of young children.

Standard 2

The changing world in which we live is the context in which FCS 355 (Family Resource Management) and FCS/ECO 274 (Consumer Economics) is taught. Both classes foster the use of critical thinking skills to resolve perennial problems of Family and Consumer Sciences in the context of today. Students apply their knowledge and skill to implement resource management. Emerging trends in the area are the globalization of the economy (McGregor, 2006), the increasing dualism of the economy (Baugher et al 2001), and consumerism[2] (McGregor, 2006).

Family and Consumer Sciences Standard 2: Teachers know how to implement resource management.		
Indicator 2.1: Manage individual, family, work environment, and societal obligation resources from the perspective of the consumer.		
Indicator 2.2: Apply stress mangement and coping skills in resolving conflict situations.		
Indicator 2.3: Demonstrate critical thinking and creative problem-solving skills to address issues in family, community, and work environments.		
Indicator 2.4: Assess impact of current and emerging technologies on the mangement of individual, family, work, and resources.		
Indicator 2.5: Describe influences of the world market and its impact on consumers.		
Indicator 2.6: Apply sound financial planning in managing individual and family resources.		
Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
FCS 355	2002-2006	100% (N=5; avg 3.4/4.0)
FCS/ECO 274	2002-2006	100% (N=5; avg 3.6/4.0)

Findings are evidenced by end of course grades.

[2] McGregor associates narcissism and entitlement to consumerism, shedding a perspective that is perhaps divergent from traditional Family and Consumer Sciences literature. The point is made here to reflect the ever changing context in which Family and Consumer Sciences educators must be prepared to function.

Standard 3
As stated in the course syllabi, students demonstrate competence in Standard 3 through a variety of projects and tests in FMD 115 and FMD 418.

Family and Consumer Sciences Standard 3: Teachers apply the principles of design, selection, and care of clothing and textile products.
Indicator 3.1: Develop an appreciation for the cultural and aesthetic aspects of textiles, clothing, and fashion to promote use in the home and industry.
Indicator 3.2: Assess clothing decisions in terms of value, function, and appearance.
Indicator 3.3: Apply elements and principles of design in the selection of apparel and textile products.
needs.
Indicator 3.5: Perform basic construction skills necessary to use and alter patterns, fit garments, and make repairs and alterations.
Indicator 3.6: Evaluate fibers, fabrics, design concepts, and construction techniques in textile products to determine appropriate use.
Indicator 3.7: Assess and apply appropriate technology related to the clothing and textile industry to enhance employability skills.
opportunities.

Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
FMD 115 Principles Clothing Construction	2002-2006	100% (N=5; avg 3.4/4.0) See Evidence Box for Clothing Construction Samples
FMD 418 Textiles	2002-2006	100% (N=5; avg 3.2/4.0)

Findings are evidenced by end of course grades and project.

Standard 4
Professor Jane Crowley teaches the ID 144 (Interior Design I) and is LEED certified. She integrates principles of green design throughout the course. Through course projects in ID 144, students demonstrate competence in Standard 4.
As the course name implies, Housing Issues (ID 245) focuses on current housing issues.

Family and Consumer Sciences Standard 4: Teachers apply housing and interior design concepts.		
Indicator 4.1: Demonstrate knowledge related to decisions involving space allocations, space planning, and technological influences on housing and the environment.		
Indicator 4.2: Apply design elements and principles to create safe, secure, and aesthetic environments for various stage of the life cycle.		
Indicator 4.3: Compare architectural styles, furniture designs, and floor plans to promote customer and industry satisfaction.		
Indicator 4.4: Examine impact of living environments on families to establish family harmony.		
Indicator 4.5: Assess and apply technology related to housing and interior design.		
Indicator 4.6: Identify the influences of local, state, and federal housing policy issues on the financial and legal aspects of the industry.		
Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
ID 144 - Interior Design I	2002-2006	100% (N=4; avg 2.65/4.0) See Evidence Box for Projects Notebook
ID 245 - Housing Issues	2002-2006	100% (N=5; avg 3.4/4.0) See Sample Projects; See Evidence Box

Findings are evidenced by end of course grades, samples in evidence box, and projects provided in digital locker.

Standard 5

As evidenced by the FN 124 (Principle of Foods) syllabus, the FN 124 course is a primary pathway through which this standard is met. Concepts of safety and sanitation are continually reinforced throughout the course and its laboratory experiences. Ellen Swallow Richards would endorse the applied chemistry perspective through which the course is taught.

Family and Consumer Sciences Standard 5: Teachers apply concepts related foods, nutrition, and wellness.		
Indicator 5.1: Apply knowledge of food nutrients to promote healthy food selection and meal planning.		
Indicator 5.2: Analyze global, cultural, and economic influences on food supply nutrition and wellness.		
health.		
of food.		
Indicator 5.5: Integrate mathematical and scientific concepts into the study of foods in order to enhance employability skills.		
functions.		
Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
FN 124 - Principles of Food	2002-2006	100% (N=4; avg 3.4/4.0)
FN 227 - Nutrition	2002-2006	100% (N=4; avg 3.0/4.0) See Evidence Box for Diet Analysis

Findings are evidenced by end of course grades and project.

Standard 6

As evidenced below, a variety of Family and Consumer Sciences related work-based experienced are imbedded in Family and Consumer Sciences education curriculum. Since the last NCATE/DPI visit this standard has been changed for all North Carolina Career and Technical Education Teacher preparation programs. Hence, since the last visit, we created a new course (FCS 325) to ensure that students had a pathway to meet the standard through our curriculum.

Family and Consumer Sciences Standard 6: Teachers have the appropriate occupational experience (internship or documented) to enable them to demonstrate competence in family and consumer sciences occupations.		
Indicator 6.1 Document evidence of one year's comprehensive work experience relevant to Family and Consumer Sciences completed within four years preceding work experience approval. Work experience is to total 2000 hours acquired in full of part-time work OR Document a supervised work experience/internship of a minimum of 400 hours within Family and Consumer Sciences.		
Evidence		
Where Taught	Evidence of Learning	Findings: % acceptable course grade
FCS 325 - Supervised Internship for FCS	Project and journal entries	Acceptable = Grade of 80% or higher is passing (N=0)
FCS 765 - FCS Education	Work Documentation	Assessed to determine if student needs to take FCS 325 for 0 to 4 hours. 100% (N=2)
CD 234 - The Preschool Child	Lab write ups and documentation of 30 or more hours of supervised work at the Raleigh Preschool and Ellen Brewer House	100% (N=3; avg 3.3/4.0)
FN 312 - Foodservice Management Lab for FCS Majors	Lab write ups for 30 or more hours of supervised work competed in the Meredith College Belk Dining Hall foodservice	100% (N=3; avg 4.0/4.0) See Evidence Box for video of work-based learning experience rotations

Findings are evidenced by end of course grades and video.

Standard 7

In FCS 764 (Methods of Teaching FCS & FN), students demonstrate competency in a variety of assessment methods. In addition to developing a unit plan, the student develops accompaniment paper and pencil test, score card, rating scale, and rubric to be used with that unit plan.

Family and Consumer Sciences Standard 7: Teachers demonstrate instructional and assessment methods that are appropriate for Family and Consumer Sciences Education programs.
Indicator 7.1: Demonstrate effective methods of instruction in the content area.
Indicator 7.2: Demonstrate the Career-Technical Education Instructional Management System, called VoCATS to: A. Develop and administer objective and performance-based assessments for pre-interim and post- instructional use. B. Evaluate and monitor student progress. C. Analyze and use data to determine instructional plans. D. Develop curriculum and instructional materials. E. Use instructional technology to enhance learning.
Indicator 7.3: Formulate self-reflection practices to assess progress.
Indicator 7.4: Integrate academic core content with workplace-based learning situations.
school).
Indicator 7.6: Employ strategies that meet the needs of diverse learner populations.

Evidence		
Where Taught	Evidence of Learning	Assessments
FCS 764 - Methods of Teaching FCS & FN	Unit Plan, in which student create a paper & pencil test, score card, rating scale, and rubric	Rubric for Unit Plan in FCS 764

Standard 8

Both Drs Tippett and Roubanis strongly endorse the importance of a co-curricular FCCLA chapter. Dr. Tippett had a very strong chapter when she was in the middle school classroom, and Dr. Roubanis was the state advisor for the program in Virginia for two years.

In the leadership DVD that is available to NCATE/DPI reviewers during the visit (October 20-24, 2007), students discuss their readiness to advise their own FCCLA chapter, and how portions of the FCS 765 (FCS Education) course was managed like an FCCLA chapter.

Family and Consumer Sciences Standard 8: Teachers coordinate Family, Career, and Community Leaders of America (FCCLA), the career-technical student organization, according to state and national guidelines.
Indicator 8.1: Link Leadership activities, award programs, and competitive events to the curriculum.
Indicator 8.2: Encourage and support student involvement in FCCLA. A. Recruit and retain members from diverse populations. FCCLA. C. Ensure that members share responsibilities and participate in all aspects of the FCCLA and competitive events.
Indicator 8.3: Manage an effective FCCLA chapter. A. Identify the history and mission of the FCCLA. B. Formulate a chapter leadership plan that includes a constitution and bylaws. meetings. D. Establish and manage a budget and secure financing to support chapter activities. E. Develop and maintain school and community support. F. Maintain equipment and records. G. Ensure that members have access to leadership and other opportunities, including training and guidance.
Indicator 8.4: Identify and describe the process for establishing a chapter of FCCLA as an integral part of the family and consumer sciences education program.
Indicator 8.5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating FCCLA chapters.
Indicator 8.6: Integrate FCCLA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Evidence

Where Taught	Evidence of Learning	Assessments
FCS 765 - FCS Education	Class participation	Meeting agenda in Evidence Box (Year FCCLA Plan Notebook)
FCS 765 - FCS Education	Inclusion in lesson	Unit Plan scorecard
FCS 765 - FCS Education	1 year FCCLA chapter plan notebook (in Evidence Box)	FCCLA Notebook scorecard

Standard 9

During the NCATE/DPI site visit (October 20-24, 2007) a video tape will be available that documents the quantity foods rotations for students in FN 312. The video was made before the course name was changed from Institutional Food, but the information is still very accurate.

Family and Consumer Sciences Standard 9: Teachers use strategies that facilitate student development of workplace knowledge and skills.
Indicator 9.1: Implement and mange work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.
Indicator 9.2: Develop collaborative working relationships with business and industry.
Indicator 9.3: Identify legal, ethical, and safety issues in the workplace.
teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management

Evidence		
Where Taught	Evidence of Learning	Assessments
FCS 764 - Methods of Teaching FCS & FN	Information Interviews	Course grade (100% passed the course with a C or better)
FCS 765 - FCS Education	Ethics portfolio (see scorecard) Career Focused Unit Plan	Ethics portfolio, sample Code of Personal Ethics, Career Focused Unit Plan
FN 310/312 Foodservice Mgmt I	Lab write ups for 30 or more hours of supervised work competed in the Meredith College Belk Dining Hall foodservice	Course grade (100% passed the course with a C or better) See Evidence Box for video of work-based learning experience rotations
CD 234 Preschool Child	Lab write ups and documentation of 30 or more hours of supervised work at the Raleigh Preschool and Ellen Brewer House	Course grade (100% passed the course with a C or better)

Standard 10

As of Fall 2007, Family and Consumer Sciences education majors will take FCS 290 (Foundations of Family and Consumer Sciences), instead of FCS 490 (Professional Symposium). Like FCS 490, FCS 290 provides multiple opportunities for students to develop their career plans and network with professionals in a variety of Family and Consumer Sciences related areas through Major's Workshops, and guest speakers. In the future, FCS 290 will provide an even greater integration of the skills required in Standard 10 through a partnership with the Meredith College Career Center. In FCS 290, students are exposed to an array of tools for career planning, career development and to assess career readiness. In the past, the Career Center Director (Marie Sumerel) has provided this enrichment through FCS 490, but focused more on marketing your major.

An example of the 2007 Fall Major's workshops for FCS 290 and FCS 490 follows:

November 12 Major's Workshop I

- NC Childcare Commission (Martin 213)
- Foods & Nutrition and Family & Consumer Sciences in Business Panel (Martin 144)
- Career Opportunities in FMD (Ledford 101)
- Creating and Effective Portfolio of ID (Kresge)

November 19 Major's Workshop II

- Child Development and Family & Consumer Sciences Education Panel (Martin 213)
- Foods & Nutrition (Round Room upstairs in Martin)
- Fashion Merchandising & Design Panel (Ledford 101)
- Interior Design Panel (Kresge)

Family and Consumer Sciences Standard 1o: Teachers integrate career development into the program, including career planning and readiness.
Indicator 10.1: Develop student career decision-making.
goals.
Indicator 10.3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
Indicator 10.4: Identify continuing changes in gender roles and non-traditional career opportunities.
Indicator 10.5: Facilitate student development of self-awareness, including: employment. B. Developing confidence, character, leadership abilities, and teamwork skills.
Indicator 10.6: Motivate students through real world connections.
Indicator 10.7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.
Indicator 10.8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Evidence		
Where Taught	Timeframe	Findings: % acceptable or above
FCS 490 - Professional Symposium	2002-2006	100% (N=5; pass rate)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

Findings are evidenced by end of course grades.

Standard 11
As is evidenced by their professional vitae, the methods professors in Family and Consumer Sciences education model commitment to professional development. Family and Consumer Sciences education majors regularly participate in Career-Technical Education related professional organization activities (see Digital Locker for documentation).

Family and Consumer Sciences Standard 11: Teachers are committed to professional development.		
Indicator 11.1: Participate in professional organizations for Career-Technical Education.		
Indicator 11.2: Create a program that reflects a changing workplace.		
Indicator 11.3: Engage in continual learning through formal and informal channels.		
Indicator 11.4: Integrate information technologies to enhance instruction.		
Indicator 11.5: Describe the historical significance of Career-Technical Education.		
Indicator 11.6: Interpret laws, regulations, and procedures that impact Career-Technical Education.		
Evidence		
Where Taught	Timeframe	Findings: % acceptable or above
FCS 490 - Professional Symposium	2002-2006	100% (N=5; pass rate)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

Findings are evidenced by end of course grades.

Standard 12
In FCS 765 (FCS Education), students develop plans to implement Family and Consumer Sciences programs. One plan is for a career focused program, in which the student assesses the community need for the program, and creates a plan for establishing an active advisory committee. Students must also identify the appropriate equipment for the program, and address any regulatory guidelines. (Sample plans will be available during the NCATE/DPI site visit October 20-24, 2007.)

Family and Consumer Sciences Standard 12: Teachers conduct successful Family and Consumer Sciences Education Programs.
Indicator 12.1: Maintain positive public relations within the community.
leaders.
Indicator 12.3: Establish and mange appropriate budgets and secure financing form local, state, and federal resources for classroom supplies, student organizations, and program equipment.
Indicator 12.4: Develop a marketing/promotion program that will recruit and maintain enrollment.
Indicator 12.5: Develop a program that promotes safety as identified by OSHA guidelines.
Indicator 12.6: Design, manage, and maintain instructional laboratories.
Indicator 12.7: Use appropriate data from employment follow-up, community trends, and assessments to update program.
Indicator 12.8: Work collaboratively with other teachers in the school for relevant integration.

Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)
FCS 764 - Methods of Teaching FCS & FN	2002-2006	100% (N=5; avg 4.0/4.0)
FN 310/312 - Foodservice Management I	2002-2006	100% (N=3; avg 4.0/4.0)
CD 436 - Preschool Administration	2002-2006	100% (N=5; avg 3.6/4.0) See Evidence Box for project guidelines

In addition to the sample plans, findings are evidenced by end of course grades.

Standard 13

Family and Consumer Sciences Standard 13: Child Care Teachers understand and apply the concepts related to the child care services industry.
Indicator 13.1: Describe and analyze characteristics and personal qualities required for successful employment in the child care services industry.
Indicator 13.2: Demonstrate, use, and maintain safety and wellness standards related to the child care services industry.
Indicator 13.3: Demonstrate knowledge of developmental stages including physical, social, intellectual, psychological, and emotional characteristics of human development.
Indicator 13.4: Demonstrate developmentally appropriate practices and skills for working with children.
Indicator 13.5: Demonstrate awareness of public policies affecting child care services.
Indicator 13.6: Illustrate skill in working with diverse populations including handicaps, cultural uniqueness, learning styles, etc.
Indicator 13.7: Demonstrate and use skills for management and entrepreneurship in the child care service industry.
Indicator 13.8: Develop and implement a FCCLA program that includes work-based learning.

Evidence

Where Taught	Timeframe	Findings: % acceptable course grade
CD 234 - The Preschool Child	2002-2006	100% (N=4; avg 3.25/4.0) See Evidence Box of for CD of a
CD 436 - Preschool Administration	2002-2006	100% (N=5; avg 3.6/4.0)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

Findings are evidenced by end of course grades and successful project completion.

Standard 14

Family and Consumer Sciences Standard 14: Clothing/Interior Design Teachers understand and apply concepts related to the clothing/interior technology industry.
Indicator 14.1: Describe and analyze characteristics and personal qualities required for successful employment in the clothing/interior technology industry.
Indicator 14.2: Demonstrate, use, and maintain safety standards related to the clothing/interior technology industry.
Indicator 14.3: Demonstrate general procedures for business profitability and career success, including customer service, entrepreneurship, management, and merchandising skills.
Indicator 14.4: Demonstrate design ideas through visual presentation.
function.
Indicator 14.6: Use current technology to produce computer-aided design.
Indicator 14.7: Evaluate fibers, textiles, and products in meeting specific design ideas.
Indicator 14.8: Interpret factors impacting consumer decisions regarding choices in clothing, housing, furnishings, and materials.
clothing.
Indicator 14.10: Demonstrate the use, maintenance, and safety standards of the sewing machine, serger, embroidery machine, and small equipment.
Indicator 14.11: Demonstrate blueprint reading and space planning required for housing, interiors, and furnishings industry.
Indicator 14.12: Produce residential and non-residential architectural drawings.
Indicator 14.13: Analyze influences on architectural and furniture design and development.
Indicator 14.14: Develop and implement a FCCLA program that includes work-based learning.

Evidence

Where Taught	Timeframe	Findings: % acceptable course grade
ID 144 - Interior Design I	2002-2006	100% (N=4; avg 2.65/4.0) See Evidence Box for Project Notebook
FMD 115 - Clothing Construction	2002-2006	100% (N=5; avg 3.4/4.0) See Evidence box for Notebook of construction samples
FMD 418 - Textiles	2002-2006	100% (N=5; avg 3.2/4.0)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

Findings are evidenced by end of course grades.

Standard 15

Family and Consumer Sciences Standard 15: Food/Culinary Teachers understand and apply concepts related to the food industry.		
Indicator 15.1: Describe and analyze characteristics and personal qualities required for successful employment in the food industry.		
industry.		
Indicator 15.3: Apply the knowledge of food nutrients to menu planning and food preparation for general and special diets.		
Indicator 15.4: Demonstrate, safely use, and maintain food preparation and service tools, utensils, and equipment related to the food industry.		
Indicator 15.5: Demonstrate knowledge and use of food service terminology and food preparation skills and techniques.		
Indicator 15.6: Apply knowledge of hospitality service skills.		
Indicator 15.7: Demonstrate and use skills for management and entrepreneurship in the food industry.		
Indicator 15.8: Develop and implement a FCCLA program that includes work-based learning.		
Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
FN 124 - Principles of Foods	2002-2006	100% (N=4; avg 3.4/4.0)
FN 310/312 - Foodservice Management I	2002-2006	100% (N=3; avg 4.0/4.0)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

Findings are evidenced by end of course grades.

Standard 16

Family and Consumer Sciences Standard 16: Human Development Teachers understand and apply concepts related to human development, interactions, and care for various life stages and conditions.
Indicator 16.1: Describe and analyze characteristics and personal qualities required for successful employment in the human services industry.
Indicator 16.2: Demonstrate, use, and maintain safety standards related to the human services industry.
Indicator 16.3: Demonstrate knowledge of human development as it relates to life stages and interpersonal interaction.
Indicator 16.4: Analyze cultural diversity audits impact on interpersonal relationships.
relationships.
Indicator 16.6: Develop techniques for examining crisis situations and devising resolution options.
Indicator 16.7: Evaluate the role of community service and networking in human services.
Indicator 16.8: Develop an awareness of needs for individuals with specific handicaps and illnesses.
Indicator 16.9: Develop and implement a FCCLA program that includes work-based learning.

Evidence		
Where Taught	Timeframe	Findings: % acceptable course grade
CD 234 - The Preschool Child	2002-2006	100% (N=4; avg 3.25/4.0)
CD 436 - Preschool Administration	2002-2006	100% (N=5; avg 3.6/4.0)
CD 335 - Marriage and Family	2002-2006	100% (N=5; avg 3.6/4.0)
FCS 355 - Family Resource Management	2002-2006	100% (N=5; avg 3.4/4.0)
SOC 340 - Aging & Retirement	2006-2007	(N=0)
SWK 308 - Human Behavior for Social Work Practice, Adulthood through Death	2006-2007	(N=0)
PSY 210 - Life Span Development	2006-2007	(N=0)
FCS 765 - FCS Education	2002-2006	100% (N=5; avg 3.8/4.0)

As explained earlier, the aging population classes (SOC 340, SWK 308 & PSY 210) are new additions to the Family and Consumer Sciences education program. To date, no program completers have had to meet the aging population requirement, but future completers will have to meet this requirement.

Specialty Area Standards - Links	
Course Syllabi	E Portfolio
Student Work Interview Projects Ethics portfolio Ethics portfolio (see scorecard) Other evidence in box	Student Work - FCCLA

Candidate Work with Families

Core, diversity, technology and specialty area standards address the work that the teacher candidates at Meredith College work with families and the community. Various artifacts are used to show that the teacher candidates understand the importance of communicating with families.

TCER Standard 10 School and Community Involvement

Learning Outcomes	Evidence
The teacher candidate fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	CORE Standard 2 , 4, 6 N=4, avg score =4.6/5 (TCER Standard 10) N=4, avg score =5/5 (Student Teacher Evaluation Standard 11)
	Diversity Standard 3, 4, 5 N=4, avg score =4.6/5 (TCER Standard 10) N=4, avg score =5/5 (Student Teacher Evaluation Standard 11)
	Portfolio at a Glance
	Sample Marketing Communication to Parents from student teacher in FCS Program

Program Standard 1A: Undergraduate Candidate Qualifications

Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Students in K-12, 6-9, and 9-12 licensure programs have at least a minimum 2.5 grade point average in their content major. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.

1. Identify program admission criteria.

All traditional undergraduate students and licensure only students in the middle/secondary/K-12 programs at Meredith College are advised in their content area. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a *Declaration of Major* form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an *Application for Admission*. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 GPA out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 GPA must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the GPA has been raised. This is checked by the Director of Teacher Education.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

2. Describe how progress is limited until formal admission has been granted.

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the Family & Consumer Sciences education program cannot complete both FCS 764 (*Teaching Methods of FCS & FN)* and FCS 765(*FCS Education*), until all requirements for admission are met. This class is always taught in the fall semester. The Office of the Registrar, through Webadvisor, prevents any student from registering for the second methods class without admission. Also, the methods professor alerts the Director of Teacher

Education of students enrolled in the class. All students, other than lateral entry, who are not admitted, are dropped from the class.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

Students must be admitted into the program before they are complete both FCS 764 (*Teaching Methods of FCS & FN)* and FCS 765 (*FCS Education*), which are the methods course for students in the FCS licensure program. During the methods class for middle/secondary science students receive their placement for the student internship and begin working in the school and classroom with their cooperating teacher.

Standard IB: Licensure-Only Candidates

1. Describe program policies and procedures for licensure-only candidates.

Licensure-only candidates must –

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for 9-12 science licensure.
- Meet with the DOE advisor who will work with them to plan their program and refer them to the program coordinator in science.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship and in content area, science.

2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required, but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific

satisfactory experience is submitted to the Department of Education for evaluation. Decisions are made on an individual basis.

Program Standard 1 Links
`Xythos
Marketing Communication

Standard 2: Assessment System and Evaluation

The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.

The unit (DOE) collects and analyzes the data that is obtained from students who complete the licensure program. The expectations for students in those two programs have been and will continue to be based on the academic standards of Meredith College, the Department of Human Environmental Sciences and Mathematical Sciences, and the Department of Education, the mission of Meredith College and the Department of Education, the Conceptual Framework of the Department of Education, and the standards of the North Carolina Department of Public Instruction.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

1. Describe the system for the collection and analysis of data on candidate performance.

Table 2.0 illustrates the DOE system for collection and analysis of data on candidate performance. The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an ad hoc committee designed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators; Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers. The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period of the student internship, at the conclusion of the internship, and at program completion. As indicated in Table 2.0, data is collected from internal and external sources at each point in the candidate assessment process.

2. Describe the system for the collection and analysis of data on the program and program operations.

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement.
The majors of Family & Consumer Sciences with 7-12 licensure undergo assessment in the following ways:

- Program reviews of the major content areas (every five years)
- Strategic plan and annual reports (annual)
- Final evaluations of student interns and cooperating teachers in the content area (annual)
- PRAXIS II scores, if available (annual)

Program Assessment

Various data on (all licensure) programs are collected upon program completion. The data collected are used, in part, for program improvement. Collected data include:

- Student intern exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)
- First and Fourth Year Program Completers Survey

Program completers have three opportunities to evaluate their program: immediately at the completion of the student internship, at the end of their first year teaching, and at the end of their fourth year teaching. At the end of the internship, each teacher candidate completes an evaluation on her program, cooperating teacher, and college supervisors. The Evaluation of Student Internship Experience and Teacher Education Preparation is in Likert and narrative format, and provides valuable information from candidates who have just completed their program. The evaluations are distributed at the end of the year to the appropriate program coordinators, department chairs, and Department of Education faculty. Table 2.1 shows the result of the evaluation of the student internship experience and teacher education preparation since fall 2005. (**This table is for the whole program. You will have data for your own program. However, some programs have few students that the data can be directed linked to one student. You can decide whether to use it.)**

External data includes a survey conducted by the North Carolina Department of Public Instruction. On an annual basis, NCDPI administers a survey to program completers during their first year of teaching, their administrators and mentors. Data are summarized in the IHE Performance Report on Teacher Education. Data from this source are very general; however, it does provide an assessment on the quality of our teacher education program, and how competent our program graduates are in using technology and multiple instructional strategies, managing a classroom, and their ability to work with diverse students. Table 2.2 presents the data for the teacher education program at Meredith College from the 2002-2003 to 2005-2006 academic year.

As with the Evaluation of Student Internship Experience and Teacher Education Preparation, the First Year Program Completers survey is extensive, in that Likert-type items and narrative responses are expected. Two years of data from the First Year Program Completers survey and one year of information from our Fourth Year Program Completers survey are available, and a summary analysis of the First Year Program Completers Survey is presented in Table 2.3. Fourth year surveys are in a narrative format.

The Department of Education collects this data systematically and the data derived from candidates, cooperating teachers, through final evaluations of student interns; graduates of the program in their first and fourth year teaching, their mentors and administrators; and our partnership schools comprise our unit assessment. Included in this assessment also are strategic plans and annual reports that include information such as enrollment and retention of candidates. Collectively this data is used to recommend program changes and improvements. Table 2.4 notes program and candidate assessments used in unit assessment:

3. Describe the formal annual review of the program.

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completer survey data; (d) student data, including

the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department, such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- Strategic Planning: Every year the strategic plan addresses the overall direction of a department, both long term, as well as short term. The direction of the department should support the initiatives and goals of the College, and the mission of the department. The strategic plan of the department reflects the strategic plan of the College, the long-range goals of the department, and how they are evaluated and reviewed; and the various ways that the department supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of the evaluation.
- Educational Outcomes Assessment: Each year, the department identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment methods, and assessment results. Departments report on how they are/have used the results of the assessment.
- Results: Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if licensure program is involved, with the department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program.

At the beginning of each semester, program coordinators for all licensure programs and the Department of Education to discuss updates and changes in education in North Carolina, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

Table 2.0 Candidate Performance Data Collection and Analysis

Initial	Midpoint	Formative Assessment of Internship	Summative Assessment of Teaching Internship	Recommendation for Licensure
• PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT) • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • 2 letters of recommendation • Attend Orientation • Session • Student Essay on diversity • Planned Program signed by Advisor	• Conference with program director or designates • Methods courses • Advising meeting with program coordinator/methods instructor • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • "C" or better in professional education courses • 2 midpoint recommendations – one from methods instructor • Updated planned program • Field experiences form • Speech competency screening form • Triangle Alliance and health form • Background check • Action plan, if necessary	• Midterm conference • Midterm Internship Evaluation • Portfolio-at-a Glance portion of portfolio completed • Action plan, if necessary	• Final Conference • Teacher Candidate Evaluation Completed	• Professional Portfolio • "P" grade in internship • Completion of planned program • PRAXIS II, if applicable • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • "C" or better in professional education courses

Table 2.1 Summary of Exit Evaluation Surveys: Percentage of Candidates Rating Their Preparation "Good" or "Excellent"*

	Fall 05 (N=14)	Spring 06 (N=47)	Fall 06 (N=30)	Spring 07 (N=47)
1. Establishing/maintaining class rules/procedures	93	98	97	93
2. Discipline/behavior management	86	94	93	91
3. Teaching children with special needs	72	98	86	91
4. Teaching ESL students	79	84	69	88
5. Teaching students from diverse racial/ethnic backgrounds	93	98	90	98
6. Teaching students who are academically gifted	58	91	86	89
7. Incorporating technology into your teaching	93	98	83	94
8. Assessment	72	98	90	96
9. Establishing positive relationships with parents	86	100	97	94
10. Establishing positive relationships with students	100	100	100	100
11. Planning instruction	86	100	97	98
12. Differentiating instruction	93	100	93	100
13. Content knowledge	100	98	93	100
14. Reflecting meaningfully on teaching	100	100	100	98
15. Collaborating with colleagues	100	100	100	98
Average	**87.4%**	**97.1%**	**91.6%**	**95.2%**

Number of surveys returned	31	20
Number of surveys sent	69	56

*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent
**each standard consists of multiple questions

Table 2.2 NCDPI IHE Report of Candidate and Employer Satisfaction for Initial Programs

Satisfaction with…	2002-03			2003-04			2004-05			2005-06		
	C	M	P	C	M	P	C	M	P	C	M	P
Quality of teacher preparation program	3.82	3.83	3.50	3.71	3.70	3.73	3.70	3.59	3.63	3.84	3.74	3.67
Preparation to effectively manage the classroom	3.59	3.61	3.27	3.49	3.53	3.42	3.42	3.31	3.37	3.50	3.57	3.36
Preparation to use technology to enhance learning	3.59	3.70	3.59	3.53	3.45	3.39	3.48	3.56	3.48	3.44	3.65	3.48
Preparation to address the needs of diverse learners	3.59	3.61	3.23	3.66	3.47	3.27	3.55	3.38	3.26	3.59	3.54	3.59
Preparation to deliver curriculum content through a variety of instructional approaches	3.82	3.78	3.41	3.8	3.63	3.52	3.59	3.50	3.52	3.88	3.65	3.52
Number of surveys received (N)	22	23	22	35	39	33	33	32	27	32	46	33
Scale: 1= strongly disagree; 2 = disagree; 3 = agree; 4 = strong agree				C= program completer; M = mentor; P = principal								

Table 2.3 Percentage of Program Completers Indicating "Good" or "Excellent" Preparation on the First Year Program Completers Survey*

INTASC/TCER Standard**	Summer 2005	Summer 2006
Content knowledge	76.4	83.3
Student development	88.7	92.5
Diverse learners	94.2	83.5
Instructional strategies	83.3	91.2
Motivation and management	86.0	93.3
Communication and technology	92.5	100
Planning	82.8	93.1
Assessment	82.3	86.7
Reflective practice and professional growth	97.8	91.7
School and community involvement	85.5	82.1
Average	**87.0%**	**89.7%**
Number of surveys returned	31	20
Number of surveys sent	69	56
*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent **each standard consists of multiple questions		

Table 2.4 Program and Candidate Assessments

Program and Candidate Assessments			
Instrument/ Evaluation	Data Source	Data Collection/ Analysis/ Responsibility	Review Cycle
GPA at Admission	Registrar's Office	DOE Office TEC Committee	Annual
PRAXIS, SAT, ACT	ETS Admissions Office IHE Report	DOE Office TEC Committee	Annual
Field Experiences Report	Candidates	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Program Completion Surveys	Candidates	Director, Teacher Education	Semester/Annual
Post Completion Surveys	IHE Report Graduate Surveys	NCATE Coordinator TEC Committee	Annual
Technology Standards Pass Rate	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Teacher Candidate Evaluation (TCER)	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Professional Portfolio	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Operations Assessments			
Enrollment Numbers/Program	IHE Report	Director, Teacher Education TEC Committee	Annual
Number Licensed and Employed within 1 year of graduation	IHE Report	NCDPI	Annual
Number Graduates employed in Public Schools	IHE Report	NCDPI	Annual
Analysis of Faculty Service to Public Schools	Faculty – Annual Reports	Department Head/Dean	Annual
Observation of Teaching - Faculty	Department Head	Dean	Annual
Peer Observation of Teaching - Faculty	Faculty	Department Head	Annual
Student Evaluations of Course and Instructor	Faculty/Department Head	Department Head	Semester/Annual
Candidate Complaint/Concern	Department Head, Dean, VPAA	Department Head, Dean, VPAP	Annual
Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan	Faculty	Department Head NCATE Coordinator	Annual

Program Standard 2
`Xythos
Program Review
Annual Reports

Program Standard 3: Field Experiences and Clinical Practice

Meredith College currently has a partnership with the Wake County Public Schools System (WCPSS) thorough the Triangle Alliance Agreement. The partnership with WCPSS allows the Department of Education and the Family & Consumer Sciences program to seek out FCS teachers who use best practices for our students.

Program Standard 3A: Field Experiences and Clinical Practice

Students in the Family and Consumer Sciences Education program will have sequentially planned field experiences that will begin early in the student's program and will culminate in a continuous and extended minimum eleven-week period of student teaching the area of 7-12Family & Consumer Sciences. All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.

1. Describe the early field experiences and the sequence in which they occur.

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the Conceptual Framework of the Department of Education and its programs.

The program begins with developing our candidates into leaders in education. During early field experiences, linked to specific course requirements, candidates begin to learn how school systems and schools work. During EDU 232, Foundations of American Education, undergraduate and licensure only Family and Consumer Sciences Education candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early into the importance that the department places on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to SOC 273, Education and Family in Mexico, a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, CORE 200. EDU 234, Educational Psychology requires students to observe and assist a public school teacher and class in their area of licensure, and to observe in a classroom for exceptional children. Other courses, outside of the Department of Education, taken as requirements for licensure, SOC 335, Race and Ethnic Relations and PSY 312, Psychology of Exceptional Individuals, often require field work as part of the course requirements.

The student internship begins the semester before the full time internship experience. Family & Consumer Sciences education candidates receive their school assignment and cooperating teacher the semester during methods, a semester before the internship. Having this opportunity gives candidates the opportunity to work in the school, with the cooperating teacher, and the students. Also, it allows the cooperating teacher to note the work ethic of the candidate and raise concerns that can be dealt with before the candidate begins the student internship. Feedback is solicited from the cooperating

teacher at the end of the first semester of placement with informal and two formal assessments completed during the internship.

The program in 7-12 Family & Consumer Sciences education requires carefully sequenced and highly structured field placements connected to various required courses within the program of study. Table 3.0 shows field placements for Family & Consumer Sciences 7-12 licensure students.

Table 3.0 Field Experiences for Comprehensive Science Licensure Students

Year/Semester	Course/Number	Type of Experience	Hours in Field
Sophomore	EDU 232 Foundations of American Education	Introductory – observation, participation	Minimum of 10 hours
Sophomore/ Junior	EDU 234 Educational Psychology	Introductory - observations and limited participation	Minimum of 10 hours
Senior Fall or Spring Semester	FCS 764 & 765 Methods courses in field of expertise	Observation, active participation, mini teaching	Minimum of 10 hours
Senior Fall or Spring Semester	EDU 466 – Pre-adolescent & Adolescent Behavior	Internship – Observation, case study	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 467 – Secondary School	Internship – Observation, mini-teaching	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 450 – Reading in the Content Area	Internship – Mini-teaching	Minimum of 40 hours
Senior Fall or Spring Semester	EDU 440 – Seminar in Education	Internship – Observation, journaling	Minimum of 40 hours
Senior year Fall or Spring Semester	EDU 490 – Supervised Observation and Directed Teaching	Internship – consecutive 11-week semester	11 weeks/40 hours/week = 440 hours

2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.

During the final semester, Family & Consumer Sciences education candidates have the opportunity to demonstrate their strong content knowledge by being able to transform the knowledge and skills learned not only in their content area, but also in their general education, into their classroom by completing a fulltime eleven week student teaching experience. In the student internship, candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, observation of other teachers in FCS areas, and a reflective seminar throughout the semester and at the completion of the internship. The cooperating teacher; two college

supervisors, one in content, the other in the department of education, and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate confers with the education supervisor and content area supervisor on a weekly basis; is part of conferencing with the cooperating teacher and the education and/or content area supervisor; attends weekly reflection seminars with her peers and education supervisor; and, has individual consultations with the education and content area supervisor. The education supervisor conducts conferences with the intern and the cooperating teacher, has consistent and constant contact with the intern and cooperating teacher, and conducts the reflection seminar with the candidate and her peers.

3. Describe the involvement of the P-12 partners in field experiences and clinical practice.

The Department of Education has a collaborative agreement through the Triangle Alliance with Wake County Public Schools (WCPSS). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P-12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. In addition, the majority of WCPSS high schools are ethnically and economically diverse. Having a school system with such a variety of schools enables the Department of Education working with the program coordinator or methods instructor to select the school and cooperating teacher that will provide the best experiences for the teacher candidate. The Director of Teacher Education keeps a record of the Family & Consumer Sciences education candidates' experiences while in the program. During the methods semester, the director along with the science program coordinator/methods faculty, evaluates the experiences of the Family & Consumer Sciences education candidates and works with WCPSS to assign candidates to the schools and cooperating teacher.

From past experience, the director and the Family & Consumer Sciences education methods faculty have worked with a number of excellent cooperating teachers in WCPSS. In addition, the director relies on the recommendation of the school's department head, assistant principal for instruction (API) or the grade level assistant principal of a cooperating teacher either for early field experiences and/or student internship placement. Several WCPSS high schools have over 2000 students, and the communication with the API makes for easy placement of a Family & Consumer Sciences education candidate. Using this approach to placement, the Department of Education is confident in having cooperating teachers who are highly qualified in their content area. For early field experiences in the secondary education program, contact to the school is made by the Director of Teacher Education. The instructor of the early field experience course, whether it is EDU 232 or EDU 234, informs the school and teacher of the goals, objectives, and expectations for the student and the course. For the methods placement, initial contact is made by the Director of Teacher Education; then, communication among the student, Family & Consumer Sciences methods professors, and the science teacher are usually done by email so that the goals, objectives, and expectations for the student are understood. Again, at the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. During the 11-week fulltime internship semester, candidates request a formal evaluation from one of the assistant principals or the science Department Head in the high school. Usually this assessment is completed by the administrator using the Teacher Performance Appraisal Instrument (TPAI). This assessment is usually used as part of the professional portfolio.

4. Identify the criteria and processes used for making field placements.

In some cases, such as EDU 232, Foundations of American Education, field placements for Family and Consumer Sciences Education students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a perspective teacher's point of view. In EDU 234, Educational Psychology, early field experience placement for all middle/secondary/K-12 teacher candidates is made by the Director of Teacher Education. Arrangements are usually made with assistant principals (middle/high schools), department heads, or individual teachers.

Cooperating teachers are identified for placements the semester before the full time student internship. For Family and Consumer Sciences Education student internship placements, the Director of Teacher Education collaborates with the Family and Consumer Sciences Education methods faculty, school administrators (assistant principals for instruction or grade level assistant principals), and department heads to identify highly qualified science teachers in the WCPSS. On occasion, WCPSS principals are contacted. Other factors also go into the placement of Family and Consumer Sciences Education candidates. In addition to the early field placement list that the Director maintains, the candidate is asked about other experiences she might have had with students in a public school setting. And, the admission essay is used as a gauge for experiences with diverse students that the candidate might need to have during the student internship experience. The area(s) of science that the cooperating teacher teaches is also used as a basis for placement. The Director works with the school system to ensure that the candidate has a diversity of students, and if possible, more than one science area to teach. The Director of Teacher Education also reviews past evaluations of cooperating teachers in science. After the cooperating teachers are identified, the candidate spends the first semester working in their classroom, interacting with students, teaching minilessons, attending meetings, if possible. At the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. If the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling their roles from the Department of Education and the science methods faculty. The Director of Teacher Education meets with a beginning or new cooperating teacher to our program. During this meeting, the director provides an overview of the teacher education program at Meredith College and its philosophy of internship support, the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, the assessment instruments, and answers any questions that the cooperating teacher might have. A dinner meeting is held one evening before the fulltime student internship begins with the education supervisor, student intern, and the Family and Consumer Sciences Education faculty. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership among the student intern, cooperating teacher, education and content area supervisor are discussed; student intern expectations are outlined,

including lesson planning, videotaping, technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, education and content area supervisors for all middle/secondary/K-12 programs are full time tenured faculty. If part time faculty are hired to supervise in these programs, the criteria include a minimum of a Master's degree in a relevant field, at least three years of successful teaching in the public school classroom, experience in the subject area and/or level of licensure, evidence of on-going professional development, and recommendations of other educators. Part time faculty who supervise meet with the Director of Teacher Education and the content area methods faculty to discuss responsibilities and guidelines for working in the program.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the education and content area supervisor. The assessment instruments include a Likert instrument as well as open-ended comments. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Head of the Department of Education consults with the Department Head of the content area on providing support and opportunities for improvement.

6. Describe how candidates in field experiences are supervised and evaluated.

Early field experiences for candidates in Family & Consumer Sciences education are assessed through the individual classes. Their assignments are assessed by the faculty teaching the professional education courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will contact the cooperating teacher for feedback, or the cooperating teacher contacts us with concerns. Lines of communication are always open. All cooperating teachers involved with our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined.

During the semester before the internship, cooperating teachers are asked for feedback on the candidate. The assessment process during the student internship requires that the cooperating teacher, student intern, and both college supervisors, education and content area, each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and the education supervisor completes at least four formal classroom observation assessments with the content area supervisor completing two or three, using the Teacher Candidate Evaluation Rubric (TCER).

All student interns in the middle/secondary licensure program begin a reflective journal during the semester of the full time student internship. In addition, they complete a case study on a special needs student in their classroom. During the internship, there are numerous opportunities for candidates to reflect on their experiences. Cooperating teachers provide informal oral and written feedback on lesson plans, classroom management strategies, and instructional strategies. Candidates complete and critique two videotapes, and communicate with the education supervisor on a weekly basis. In addition, candidates participate in student internship seminars throughout the full time student internship period that provide opportunities to problem-solve, reflect on the week, and receive peer feedback.

Measurement and evaluation of student learning are embedded throughout the teacher education program. Candidate designed lesson plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of student learning. In addition, all lesson plans must indicate differentiated instruction for exceptional students/English Language learners. During the methods

and student internship semester, a variety of assessment strategies are expected. Examples of rubrics used, informal and formal assessment strategies, and a variety of assignments are expected to be demonstrated during this period.

7. Describe how field experiences and clinical practice are evaluated.

Each semester, cooperating teachers provide an anonymous evaluation of the education supervisors using an instrument developed by WCPSS. The evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education.

Cooperating teachers, college supervisors, and programs are evaluated by student interns at the end of each semester. The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, a Likert item, and open-ended comments. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the Department Heads of both Education and the content area. If an evaluation raises a concern about a supervisor's performance, the Department Heads consult with each other and with the individual supervisor. Program concerns are cataloged and if the same concerns are expressed over a period of time, the program coordinator meets with the Director of the Teacher Education and, if necessary, the Chair, Department of Education, to discuss plans of action to remedy the situation.

Program Standard 3`
Course Syllabi – FCS Course Syllabi - Education

Program Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education faculty and school faculty, diverse candidates, and diverse students in the public school settings.

1. Describe how diversity is addressed in the curriculum and in clinical practice.

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the Mission and Conceptual Framework of the Department of Education, and is a major focus of our partner school system, the Wake County Public School System (WCPSS). The secondary science program at Meredith College addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge bases, and conceptualizations of diversity and inclusion so that they can apply them effectively in schools. Candidates in the Family & Consumer Sciences education program understand and demonstrate the importance of adjusting instruction to accommodate the individual learning needs of their students, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, engage all students, and through best practices in multicultural and inclusive education, use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The program works to ensure that all candidates consistently embed

authentic multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students.

Undergraduate students enroll in a three-component CORE general education program: CORE 100, 200, and 400.

CORE 100: Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

CORE 200: CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. The linkage serves as a learning community to provide students with an interdisciplinary experience that includes focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

CORE 400: The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. CORE 400 courses often fulfill other general education requirements. Family and Consumer Sciences majors are encouraged to take CORE 404 Global Questions: The Needs of Families.

All Family & Consumer Sciences education candidates take EDU 232, Foundations of American Education. Candidates who are fulfilling their CORE 200 requirements through Study Abroad have the option of taking the linked course, SOC 273, Education and Family in Mexico. In addition, EDU 234, Educational Psychology, SOC 335, Race and Ethnic Relations and PSY 312, Psychology of Exceptional Individuals are required of the secondary education candidate's licensure program. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems. As a culminating project to ensure that students have the skills and dispositions to work with all students, all Family and Consumer Sciences Education candidates complete a case study of an exceptional student in their student internship classroom for EDU 466, Preadolescent and Adolescent Behavior. During the final reflection week, all candidates come together to reflect on their case study, what worked, what did not work, and plans for the future given the types of concerns raised in the classroom setting.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all

candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. In that we are a College of many different kinds of young women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education works to provide candidates with challenging, yet rewarding experiences in schools and classroom with diverse learners. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and third year program graduates indicate that they were prepared well to work with diverse populations of students.

2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 4.0 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Department of Education as well as the Departments of Human Environmental Sciences.

3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as *The Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, *and The Journal of Blacks in Higher Education*, discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates. The area of Family and Consumer Sciences Education has had much difficulty finding candidates with licensure

and terminal degree; however, the School of Natural and Mathematical Sciences in committed to pursuing candidates wherever possible. Recognizing its limited numbers of minority faculty, the College and individual departments are committed to increasing the numbers of minority candidates brought to campus and pursued.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, one full time minority faculty member, and one adjunct faculty member teaching in the elementary program. The Director of Teacher Education, a tenured, full time faculty member, supervises Family and Consumer Sciences Education student teachers along with the Family and Consumer Sciences Education methods faculty.

In 2004, Dr. Deborah Tippett spent two week reviewing grants for the United States Department of Education. The grants were to promote education in and of the Native American population.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5%. The school system shares the same concern with the College about the number of experienced, tenured science teaching faculty and is aggressively recruiting minority faculty. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.

Of the three candidates who have completed licensure in biology/chemistry in the past 5 years, none have been minority candidates, and all have been female. The following depicts candidate diversity at the undergraduate level.

Demographic* History of the Department of Education
2001-2007

Undergraduates/Licensure Only for Initial Licensure

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Caucasian	75	82	70	79	64	72
African-American	3	5		2	3	3
Hispanic		2			1	2
Asian		1	1		1	1
Native American		1				
Other						

*Note: All candidates were female

5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the student body, which is reflected in the next table. Meredith College takes seriously

student recruitment; however, the primary responsibility for recruitment lies with the Office of Admissions. Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Department of Education, as well as the College, continues to recruit minority candidates into teacher education, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our total student population was less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is the College's commitment to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The Office of Commuter Life and Diversity Programs was established to serve as a support system to the diverse population of students of color. Workshops and seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on campus, the President established a Diversity Council on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.
- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith's progress towards its diversity goals.

The Student Government Association (SGA) established the Unity Council during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.

- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21st century.

6. Describe the diversity (including exceptionalities) of the K-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.

The majority of students who enroll in the teacher education program complete field experiences and clinical practice in the Wake County Public School System.. The table below indicates the PK-12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch. The school system, with a long-standing commitment to academic excellence and student diversity, has adopted a policy of student assignment that uses socioeconomic data to ensure that no school in the system has more than 40 percent of its students eligible for free or reduced-price lunch.

Student Demographics – Wake County Public Schools 2005-06

County	Free/Reduced Price Lunch %	Caucasian %	Hispanic %	African-American %	American Indian %	Asian %	Exceptional Students %	Gifted %
Wake	28.1	56.8	8.3	30.2	.3	4.5	15.1	14.1

WCPSS serves over 14,000 students with special needs. The school system provides a continuum of service to meet the individual needs of learners. When possible PK-12 students are served in schools in their base attendance area or in schools of choice with support from special education and related services and/or building modifications. Most middle and high schools in the WCPSS service special needs students who are able to work in regular classes using the inclusive/consultative model, and most high schools provide curriculum assistance (CA) to special needs students who have transitioned from full time services. The majority of student interns in middle and secondary school classrooms design and execute students in classes with special needs students. Lesson plans indicate accommodations they make for special needs students in the regular classroom. In addition, case studies demonstrate their focus on special needs students in their own classroom.

7. Describe how the program ensures that candidates interact with diverse K-12 students in public schools settings.

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools is a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at

Meredith work with all levels of students to gain experiences necessary to be a excellent candidate for employment throughout the state of North Carolina and the country.

Program Standard 4 Links
Xythos
E portfolio – Portfolio at a Glance
Course Syllabi – FCS Course Syllabi - Education
Housing Issues Assignment

Table 4.0 Faculty Demographics – 2006-2007

	Professional Education Faculty in Initial Teacher Preparation Programs*		**Faculty Teaching HES Courses Required for Licensure**		**FCS Faculty**		**All Faculty in the Institution****		**School-Based Faculty**	
	N (%)		N (%)		N%		N (%)		N (%)	
	Full-time	Part- time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Cooperating Teachers	All WCPSS
American Indian or Alaskan Native	-	-	-	-	-	-	-	-	-	20 (0.2)
Asian or Pacific Islander	-	-	-	-	-	-	3 (2.3)	2 (1.6)	-	64 (0.7)
Black, non-Hispanic	2 (22.2)	1 (12.5)	-	-	-	-	4 (3)	3 (2.4)	3 (3.8)	1058 (12)
Hispanic	-	-	-	-	-	-	5 (3.8)	2 (1.6)	1 (1.3)	151 (1.7)
White, non-Hispanic	7 (77.8)	7 (87.5)	11 (100)	1 (100)	2(100)	-	112 (84.8)	103 (83.1)	74 (94.9)	7342 (83.2)
Other										79 (0.9)
Race/ethnicity unknown	-	-					8 (6.1)	14 (11.3)	-	113 (1.3)
Total	9 (100)	8 (100)	11(100)	1 (100)	2 (100)	-	132 (100)	124 (100)	78 (100)	8827 (100)
Female	9 (100)	6 (75)	9 (82)	1 (100)	2(100)	0	88 (66.7)	89 (71.8)	73 (93.6)	no data
Male	0	2 (25)	2(18)	0	0	0	44 (33.3)	35 (28.2)	5 (6.4)	no data
Total	9 (100)	8 (100)	11 (100)	1 (100)	2 (100)	11 (100)	132 (100)	124 (100)	78 (100)	no data

*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.
**Fall 2006 census

Table 4.1
Race/Ethnicity of Schools Used for Family & Consumer Sciences Student Interns (7-12)
2001-2007

School	Total Faculty FCS Only	Total Faculty including Race/ Ethnicity
Southeast Raleigh High	3	**115**
African/African-American		37
American Indian or Alaskan Native		1
Caucasian	3	75
Asian		0
Hispanic (white)		1
Hispanic (non-white)		1
Other		0
Leesville Road High	4	**126**
African/African-American	1	11
Caucasian	3	110
Asian		2
Hispanic (non-white)		1
Pacific Islander		2
Martin Middle	1	**69**
African/African-American		3
Caucasian	1	62
Asian		1
Hispanic (non-white)		2
American Indian or Alaskan Native		1
Other		0

Table 4.2 Meredith College Student Demographics 2001-2006

Fall	2001		2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%	#	%
Undergraduate												
White, non-Hispanic	2,034	88.2	1,864	85.7	1,672	83.6	1,623	80.8	1,575	78.2	1,544	77.6
American Indian/Alaskan Native	5	0.2	8	0.4	8	0.4	7	0.3	7	0.3	5	0.3
Hispanic	38	1.6	31	1.4	30	1.5	45	2.2	44	2.2	47	2.4
Black, non-Hispanic	142	6.2	145	6.7	148	7.4	190	9.5	220	10.9	209	10.5
Asian or Pacific Islander	27	1.2	31	1.4	31	1.6	33	1.6	44	2.2	43	2.2
Other	NA	NA	7	0.3	18	0.9	24	1.2	31	1.5	31	1.6
Nonresident alien	19	0.8	20	0.9	17	0.8	24	1.2	16	0.8	18	0.9
Race/ethnicity unknown	42	1.8	69	3.2	76	3.8	63	3.1	78	3.9	92	4.6
Total	**2,307**	**100**	**2,175**	**100**	**2,000**	**100**	**2,009**	**100**	**2,015**	**100**	**1,989**	**100**
Graduate												
White, non-Hispanic	133	83.6	120	78.4	113	74.3	126	78.8	119	77.8	101	67.8
American Indian/Alaskan Native	1	0.6	0	0.0	1	0.7	2	1.3	1	0.7	1	0.7
Hispanic	2	1.3	1	0.6	1	0.7	2	1.3	1	0.7	5	3.4
Black, non-Hispanic	16	10.0	18	11.8	21	13.8	17	10.6	12	7.8	18	12.1
Asian or Pacific Islander	2	1.3	3	2.0	5	3.3	2	1.3	5	3.3	6	4.0
Other	NA	NA	1	0.6	0	0.0	2	1.3	1	0.7	0	0.0
Nonresident alien	3	1.9	4	2.6	6	3.9	4	2.5	4	2.6	5	3.4
Race/ethnicity unknown	2	1.3	6	3.9	5	3.3	5	3.1	10	6.5	13	8.7
Total	**159**	**100**	**153**	**100**	**152**	**100**	**160**	**100**	**153**	**100**	**149**	**100**

Fall	2001		2002		2003		2004		2005		2006	
Total (All Students)												
White, non-Hispanic	2,167	87.9	1,984	85.2	1,785	82.9	1,749	80.6	1,694	78.1	1,645	76.9
American Indian/Alaskan Native	6	0.2	8	0.3	9	0.4	9	0.4	8	0.4	6	0.3
Hispanic	40	1.6	32	1.4	31	1.4	47	2.2	45	2.1	52	2.4
Black, non-Hispanic	158	6.4	163	7.0	169	7.9	207	9.5	232	10.7	227	10.6
Asian or Pacific Islander	29	1.2	34	1.5	36	1.7	35	1.6	49	2.3	49	2.3
Other	NA	NA	8	0.3	18	0.8	26	1.2	32	1.5	31	1.4
Nonresident alien	22	0.9	24	1.0	23	1.1	28	1.3	20	0.9	23	1.1
Race/ethnicity unknown	44	1.8	75	3.3	81	3.8	68	3.1	88	4.1	105	4.9
Grand Total	**2,466**	**100**	**2,328**	**100**	**2,152**	**100**	**2,169**	**100**	**2,168**	**100**	**2,138**	**100**
Minority Representation												
Undergraduate	212	9.2	222	10.2	235	11.8	299	14.9	346	17.2	335	16.8
Graduate	21	13.2	23	15.0	18	18.5	25	15.6	20	13.1	30	20.1
Total	**233**	**9.4**	**245**	**10.5**	**263**	**12.2**	**324**	**14.9**	**366**	**16.9**	**365**	**17.1**
Multicultural Representation												
(Includes Non-Resident Aliens)												
Undergraduate	231	10.0	242	11.1	252	12.6	323	16.1	362	18.0	353	17.7
Graduate	24	15.1	27	17.6	34	22.4	29	18.1	24	15.7	35	23.5
Total	**255**	**10.3**	**269**	**11.6**	**286**	**13.3**	**352**	**16.2**	**386**	**17.8**	**388**	**18.1**

Program Standard 5: Faculty Qualifications, Performance, Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They are collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

1. List (in chart form) the program faculty, their qualifications, and their teaching assignments. (See Table 1, Program Standard 5)

Table 5.0: Department of Education

Name	Department	Degree/Licensure Area(s)	Teaching Assignments Relevant to Middle/Secondary/ K-12 Program	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status Full Time (FT) Part Time (PT) Adjunct (Adj)
Jane Gleason	Education	Ph.D, Curriculum & Instruction Teaching License: Mathematics	EDU 234, Educational Psychology	PE, CK	FT
Ellen Graden	Education	Ph.D., Foreign /Second Language Education Teaching License: ESL, Spanish, French, History	EDU 345, Language Minorities in the Public Schools EDU 445, Teaching Elementary ESL Students EDU 490, Observation & Directed Teaching EDU 745, Introduction to Teaching ESL EDU 641 Methods of Teaching ESL EDU 650, Master's Thesis EDU 651, Master's Thesis	CP, PE	FT
Monica McKinney	Education	Ph.D., Social Foundations of Education Teaching License: K-6 Elementary Education	CORE 100 – Context of Culture EDU 232 – Foundations of American Education EDU 620, Education in Society EDU 650, Master's Thesis EDU 651, Master's Thesis	PE	FT

Beth Marr	Education	Ph.D., Reading Education Teaching License: K-6 Elementary Education, Reading	EDU 300, Introduction to Language Arts EDU 400, Communication Skills in the Elementary School EDU 401, Pre-service Practicum EDU 676, Clinical Applications of the Reading Process	CK, CP, PE	FT
Jennifer Olson	Education	Ph.D., Elementary Education /Teacher Education Teaching License: K-6 Elementary Education, Reading	EDU 255, Literature for Children and Early Adolescents EDU 450 – Reading in the Content Area EDU 490, Observation and Directed Student Teaching	CP, PE	FT
Wetonah Rice Parker	Education	Ed.D., Curriculum and Instruction, Teaching License: Science, Curriculum & Instruction Specialist, Exceptional Children, Educational Administration	EDU 234, Educational Psychology EDU 241, Introduction to Instructional Media EDU 440, Seminar in Education EDU 467, Secondary School EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDU 651, Master's Thesis	PE	FT

Susan Roberts	Education	Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics	EDU 232 – Foundations of American Education EDU 350, Teaching in the Middle School EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching	PE	FT
Julie Schrock	Education	Ph.D. Educational Psychology, Teaching License: K-6 – Elementary, Middle Grades Language Arts	EDU 234, Educational Psychology EDU 466, Pre-Adolescent/Adolescent EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDI 651, Master's Thesis	PE	FT

Table 5.2: Department of Human Environmental Sciences
Family & Consumer Sciences

Name	Department	Degree/Licensure Area(s)	Teaching Assignments Relevant to Middle/Secondary/ K-12 Program	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status Full Time (FT) Part Time (PT) Adjunct (Adj)
Burpitt, Martha	HES	Ph.D., Art	ART/ID 144, Interior Design I ID 245, Housing Issues	CK	FT
Clark, Kathryn	HES	Ph.D., Human Development and Family	CD 234 Preschool Child	CK	FT

		Studies			
Crowley, Jane	HES	M.F.A., Interior Design	ART/ID 144, Interior Design I	CK	FT
Ellis, Diane	HES	Ph.D., Clothing, Textiles and Merchandising	FMD 418, Textiles	CK	FT
Giampaoli, Joan	HES	Ph.D., Food Systems Management	FN 227 Nutrition FN 310 Foodservice Mgmt I FN 312 Foodservice Management I Lab for FCS	CK	FT
Gurley, Alice	HES	M.Ed., Textile Products Marketing	FMD 115 Principles of Clothing Construction FMD 418 Textiles	CK	FT
Hoffman, Jennifer	HES	M.S., Nutrition M.S., Information Science	FN 124 Principles of Food	CK	PT
Landis, Bill	HES	Ph.D., Foods and Nutrition	FN 227 Nutrition	CK	FT
Oatsvall, Rebecca	BUS	Ph.D., M.S. Accounting	ECO/FCS 274 Consumer Economics	CK	FT
Roubanis, Jody	HES	Ed.D., Occupational Education *certified to teach general*	FN 124 Principles of Food FCS 765 FCS Education FCS 490 Foundations is FCS Professional	PE,CK	FT

		science and Family and Consumer Sciences grade 7-12	Symposium		
Tippett, Deborah	HES	Ph.D, Home Economics Education *certified to teach general science and Family and Consumer Sciences grade 7-12*	CD 335 Marriage & Family FCS 764 Methods of Teaching FCS	PE,CK	FT
Winterhoff, Paul	HES	Ph. D., Human Development and Family Studies	CD 436 Preschool Administration	CK	FT

Program Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, deliver the level(s) offered; e.g., Undergraduate, master's doctorate. The use of adjunct faculty does not detract from the quality of the program.

1. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.

Eleven full and part time faculty members teach in the Departments of Human Environmental Sciences. The department offers Bachelor of Science degrees in Foods & Nutrition, Child Development, Fashion Merchandising & Design, Interior Design, and Family & Consumer Sciences. The faculty members who teach in the five program areas teach required courses or electives for the Family & Consumer Sciences education licensure.

The person responsible for coordinating the Family & Consumer Sciences education program is Dr. Jody L. Roubanis, who is licensed in Family & Consumer Sciences. Dr. Deborah Tippett, head of the Department of Human Environmental Sciences and former coordinator of the Family & Consumer Sciences education program (until 2001), is also licensed in Family & Consumer Sciences. Both Dr. Roubanis and Dr. Tippett serve as the methods faculty in the Family & Consumer Sciences education program.

Meeting with interested students and responding to inquiries.

- Evaluating transcripts and coordinating with the School of Education on admissions and requirements for licensure
- Advising and monitoring students in the content/licensure area
- Maintaining communication and connections with state and national leaders in the area of education within the specialty area
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues
- Coordinating with the Director of Teacher Education necessary changes in the program
- Coordinating with Director of Teacher Education placements for field experiences and/or student teaching
- Promoting and marketing the program within the department and throughout the College
- Remaining current in the area of specialization and education
- Supervising and evaluating student teachers in the content/licensure area
- Informing the content area department of recommendations/changes in program/licensure requirements
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education

2. **Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?**

In learning experiences that occur early in the curricular program, the pedagogical foci are for students to acquire technical skills of inquiry necessary to understand the Family and Consumer Sciences Body of Knowledge, and for students to construct interpretive understandings of the material and oneself as a moral agent. Learning experiences that occur later in the program provide students the opportunity to apply and test those acquisitions. As recommended by Brown and Paolucci (1979), technical, interpretive and emancipatory capacities are developed throughout the Meredith College Family and Consumer Sciences program of study.

- ***Technical Skills*** Student gain a breath empirical and factual knowledge in 100 and 200 level HES courses. HES courses include content in the following areas: foods and nutrition, fashion merchandizing and design, child development, and interior design.

- ***Interpretive Understanding*** Students build upon their technical skills to gain interpretive understandings. While other HES classes contribute to interpretive understanding, the required 300 level courses in the major target this capacity. Two courses, Marriage and Family (CD 335) and Family Resource Management (FCS 355), provide students insight into human interactions. The CORE classes in the general education program contribute to acquisition of interpretive understanding. Students must be at least in sophomore standing to take CD 335, junior to take FCS 355, and 75 credit hours to take CORE classes.

- ***Emancipatory Action*** Student teaching provides students the opportunity for emancipatory action. This experiential opportunity requires students to make morally defendable judgments. These decisions have the potential to positively (or negatively) affect the lives of students in their charge. FCS 765 (FCS Education) is an ethics intensive course, and the course fosters development of critical theory and the use of critical science in professional practice.

3. Describe Faculty Scholarship.

As is evidenced by FCS faculty vita (Roubanis, Tippett), and the program annual reports, FCS faculty are regularly involved in scholarship endeavors at the state and national levels. Additional, FCS faculty frequently collaborate with students to encourage participation in undergraduate research, and presentation of that research at the state and national levels. Teaching in the Middle School has been a long time focus of scholarship for Dr. Tippett, and ethical decision-making has been a focus for Dr. Roubanis. Drs. Tippett and Roubanis have also collaborated on scholarship regarding globalizations as it relates to the FCS profession.

4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession.

Content Pedagogy

Because Meredith College is a "teaching institution" the faculty development model fosters scholarship in teaching. The selected publications listed below reflect scholarship by Meredith College Family & Consumer Sciences faculty that targets pedagogy:

- Strohecker, D. & Tippett, D. T. Teen Life! You, Living, Learning and Caring, (formerly You: Living, Learning, and Caring) Tinley Park, IL: Goodheart Willcox, Inc., 2008, 2007, 2006, 1999, 1997, 1992.

- Tippett, D. T. Teacher's Annotated Edition of Teen Life! You, Living, Learning and Caring, (formerly You: Living, Learning, and Caring) Tinley Park, IL: Goodheart Willcox, Inc., 2008, 2007, 2006, 1999, 1997, 1992.

- Tippett, D. T. Teacher's Resource CD to Teen Life! You, Living, Learning and Caring, (formerly You: Living, Learning, and Caring) Tinley Park, IL: Goodheart Willcox, Inc., 2008,2007, 2006, 1999, 1997, 1992.

- Tippett, D. T. Teacher's Resource Portfolio to Teen Life! You, Living, Learning and Caring, (formerly You: Living, Learning, and Caring) Tinley Park, IL: Goodheart Willcox, Inc., 2008, 2007, 2006, 1999, 1997, 1992.

- Tippett, D. T. Student Activity Guide to Teen Life! You, Living, Learning and Caring, (formerly You: Living, Learning, and Caring), Tinley Park, IL: Goodheart-Willcox, Inc., 2008, 2007, 2006, 1999, 1997, 1992.

- Roubanis, J. L., Garner, S. G., & Purcell. R. S. (2008) Ethical considerations for FACS teachers. In P. Erikson, W. Fox & D. Steward (Eds.). *National teaching standards for family and consumer sciences teacher manual for teacher educators*. National Association of Teacher Educators of Family and Consumer Sciences. Undergoing final revisions.

- Roubanis, J. L. & Landis, W. (2007). Community garden promote awareness & collaboration. *Journal of Family and Consumer Sciences, 99*(3), 55-56.

- Tippett, D. T. & Roubanis, J. L. (2006) "Required Course Gives Meredith Students a Global View," Journal of Family and Consumer Sciences, (35)45-58.

- Roubanis, J. L., Garner, S. G., & Purcell, R. S. (2006) An ethical perspectives model for FCS. *Journal of Family & Consumer Sciences, 98*(4), 30-31.
- Roubanis, J. L. & Tippett, D. T. (2006). Career paths and critical life experiences of women presidents in higher education institutions. Abstract. *Family and Consumer Sciences Education Association Website http://www.cwu.edu/~fandcs/fcsea/AAFCS%20Abstracts.html*

- Tippett, D. T. "The Learners We Teach," in Chamberlain, V. & Cummings, M, Creative Instruction of Family and Consumer Sciences and Health and Wellness: Peoria, IL: Glencoe, 2003.

- Tippett, D. T. "Meeting the Developmental Needs of the Early Adolescent through Home Economics," The Education of Early Adolescents: Home Economics in the Middle School, (1994) AHEA Teacher Education Yearbook, New York: Glencoe.

- Tippett, D. T. "Beware Software," Carolina Parent, January/February 1989, 18.

- Clawson, B. & Tippett, D. T. "A Case Study of Five Exploratory Home Economics Programs in North Carolina," Journal of Vocational Home Economics Education, Winter 1984, 28-43.

- Tippett, D. T. "I'm Scared of That New School," North Carolina Education, 1980, 12-13.

Service to Meredith College (Roubanis)

- Academic Council, 2004-2007. Wrote faculty handbook guidelines for Co-chair of Academic council, and guidelines for curriculum review teams.
- Women's Leadership Institute planning committee member, Summer 2006-present
- Enrollment Management faculty representative, 2004-2006
- Vision 2010 Service and Leadership Task Force member, Spring 2005
- Institutional Review Board member, 2004-2005
- Women's Study committee member, 2003-2004
- Undergraduate Research Advisory Committee member, 2002-2004
- Oral Communications General Education committee member, 2002-2004
- Subcommittee member of the Diversity Committee that was charged with developing curricular recommendations, 2003-2004
- Provided early registration welcome speech to over 1,000 parents and students June 2005.
- Served as member of the Meredith College Student Activities and Leadership Development Program Review team, June 2005.

- Presented on panel sponsored by the College Writing Committee and Faculty Development, titled *Bag of tricks: Tricks of the trade for teaching and grading writing*.
- Presented dissertation research on women leaders, as keynote speaker of lunch and learn event sponsored by Women's Study program, Winter 2006.
- Organized a Women's Study information reception Spring 2004 and co-organized a recognition event for past leaders in the program Spring 2005.
- Organized and secured funding for the National Organization of Women President, Kim Gandy, to speak at Meredith College. The day consisted of a convocation type lecture at Jones Auditorium, faculty luncheon in Belk, student dialogue and lecture to HES majors in Kresge.
- Worked with VPAA to develop *Faculty Handbook* description of the Academic Council Co-chair, Summer 2005.
- Lead workshop on collaborative learning at the 2003 Meredith College Faculty-Staff Planning Conference.
- Served as session moderator and/or secured evaluators for Meredith College Undergraduate Research Conference 2002, 2003, 2004, 2005 and 2006.
- Presented workshop as part of the Meredith College Leadership Development Series, titled *Resiliency: A necessary trait for women leaders*, Fall of 2002.
- Moderated academic symposium that was part of the presidential inauguration for Maureen Hartford at Meredith College in April of 2000. Panel participants included six women presidents of institutions of higher education in North Carolina.
- Discussed model for teaching ethics in an ethics intensive course, with the members of the 2006 Summer Ethics Workshop.
- Mentored a new faculty member in faculty mentoring program, 2003-2004.
- Provided an etiquette training staff development workshop in February 2007.

Service to Meredith College (Tippett)

- President's Advisory Committee, Fall 2006
- Women's Studies Committee, 2006-2007
- Review of Academic Offerings Ad hoc Committee, Spring 2006
- Curriculum Committee, member 2004 – 2005; chair 2005
- Childcare Task Force, chair 2001-2002.
- Council of Institutional Effectiveness, 2000-2001, 2001-present.
- Department Heads' Council, Chair, 2005-06.
- Freshmen Summer Reading Program Committee, 1999-2005.
- Maureen Hartford Inaugural Steering Committee, co-chaired Inauguration Ceremony Committee, 1999-2000
- General Education, 1998-1999, 1999-2000.
- BK Ad hoc Committee, 1995-1997, 1997-1998, 1998-1999.
- Honors Committee, 1994-1995
- Tenure Committee, 1993-1994, 1994-1995, 1995-1996

- Academic Council, 1992-93, 1993-1994, 1994-1995.
- Ad-hoc Process Committee, 1990-91, 1991-1992.
- Closing Ceremonies of the Meredith Centennial Committee, 1991-1992.
- Teacher Education Committee, 1989-1990, 1990-91, 1991-1992, 1994-1995, 1995-1996, 1996-1997.
- Assessment and Institutional Effectiveness Committee, 1989-90, 1990-91, 1991-1992; 1992-1993 chair; 1993-1994 chair, 1996-1997, 1997-98, 1998-1999, 1999-2000.

National Leadership Service (Tippett)

- Family and Consumer Sciences Education Association (FCSEA)
  - Publications Committee, 1984-86
  - Secretary/ Treasurer, 1993-95, 1995-97
- Council of Administrators in Family and Consumer Sciences (CAFCS)
  - Program of Work Committee, 2001- 2003
  - Secretary, 2005-2007
- Kappa Omicron Nu (KONu)
  - By-laws Committee, 2002- 2004
  - Editorial Board, 2004-2006
  - First Vice Chair, 2007-2009

Service to the Community/Public (Tippett)

- Presenter for two sessions at the North Carolina Department of Public Instruction sponsored 80 hours of workshops for Family & Consumer Sciences lateral entry teachers.
- Reviewer of federal grants for the US Department of Education that targeted awareness of and in the Native American population.
- Member Binkley Baptist Church, Committees: Board of Christian Education, 1991-92; Personnel Relations, 1993-1995.
- Vice-President, Board of Directors, Piney Mountain Homeowners Association, 1989–1995.
- Chair, Architectural Committee, Piney Mountain Homeowners' Association, member 1989-1996; chair, 1992-1996.
- Member, NC Art Museum
- Member, Friends of the Library, Meredith College

Service to the Community/Public (Roubanis)

- Elected 2008-2009 President of the North Carolina Association of Family and Consumer Sciences. Serving term of president-elect (2007-2008).
- Elected President of the Capital Area Chapter of Phi Delta Kappa. PDK is an honor society that promotes public education through service, leadership, and research. Served the terms of president-elect (2000-2002), president (2002-2004), past-president (2004-2006), and currently serving as advisor (2006-2008).

- Elected Chair of North Carolina Association of Family and Consumer Sciences Teacher Educators Section. Served the terms of chair-elect (2002-2003), chair (2003-2004), and past-chair (2004-2005).
- Reviewed research abstracts for selection to present at the 2006 American Association of Family and Consumer Sciences annual meeting in Charlotte, NC, and reviewed research abstracts for selection to present at the 2006 North Carolina Association of Family and Consumer Sciences annual meeting in Burlington, NC.
- Served as peer reviewer of research articles for the Family and Consumer Sciences Research Journal, 2003-present.
- Served on the Wakefield High School Business Alliance 1997-2002. In this capacity organized internship experiences, and coordinated a Career Fair that focused on public service professions of which over 300 students attended.
- Presented two guest lectures at North Carolina A & T State University in Greensboro, North Carolina on Professional Ethics, Spring and Summer 2006.

Service by the Department of Education to the Institution, Public Schools and Profession

The Department of Education serves the College, public schools, and the profession in many ways.

The Department of Education collaborate with colleagues in the disciplines. Some examples of this collaboration are:

- Drs. Jane Gleason and Ellen Graden have presented workshops during the 2006-2007 school year on Mathematics Instruction and English Language Learners.
- The SCALE grant promoting literacy and service involves two departments within the School of Education, Health and Human Sciences. The grant focuses on embedding service-learning into teacher education coursework.
- Two faculty members, one in education, one in music collaborated to provide curriculum to the North Carolina Symphony. The Symphony members visited 4th grade classrooms and conducted lessons that enhanced/enriched writing for those students.

The following table represents work with the public schools provided by the members of the Department of Education during the 2006-2007 school year.

Faculty	Description of Service	Service Recipient
Manley Midgett – adjunct faculty	Project Manager for the Northeast Math Science Project	NC 9-12 Science Teachers
Monica McKinney	Board member and MotherRead volunteer	Maureen Joy Charter School Durham, NC
Susan Roberts	ILT Support for our Partner Schools (workshops held on campus)	ILTs in partner schools, mentors, principals, and recent graduates from our program
Toni Parker	Wake Education Partnership-Wake Task Force on Teaching Excellence Steering Committee – 2006-07 Richard Jenrette Teaching Excellence Award Committee-Broughton High School – 2006-	Wake County Public Schools

	07	

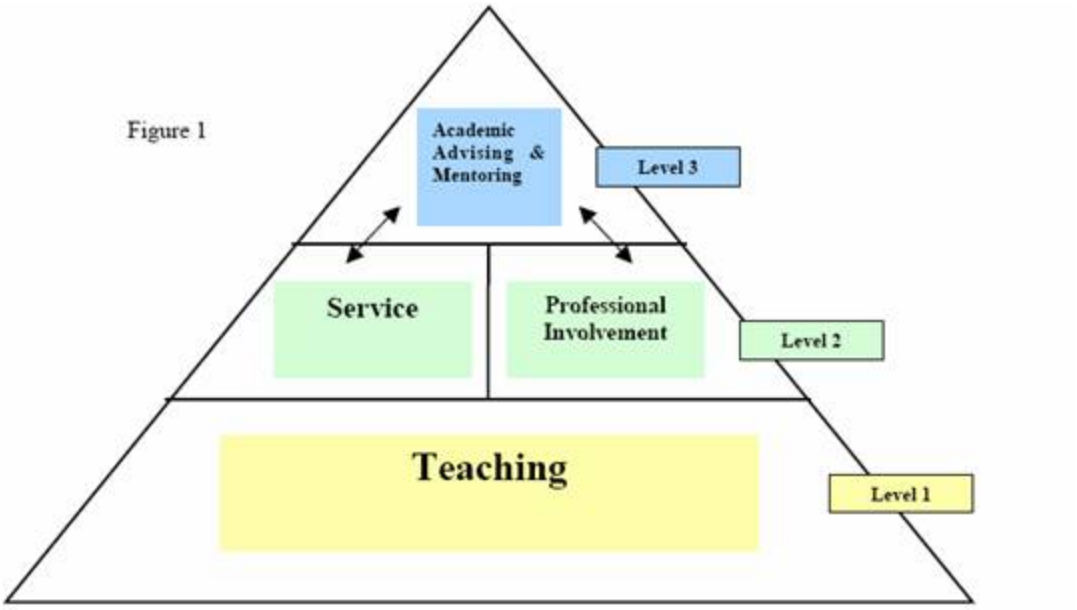
The faculty members in the Department of Education are very involved in the education profession as demonstrated by the information below:

Faculty	Description of Service	Service Recipient
Toni Parker	State Evaluation Committee Member (2004-2008)	NC Teacher Education Program Approval Process
Toni Parker	NCATE Liaison and program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Monica McKinney	Program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Ellen Graden	Taught high school English, and provided professional development for English teachers in Taipei, Taiwan. (Fall -06)	Chinese students learning English in Taipei, and teachers of those course
Jane Gleason	Coordinated and hosted the Fourth Biennial National / First International Cognitively Guided Instruction in Mathematics conference in March.	
Julie Schrock	National Board Support Group	Teachers who are in process of National Board Certification
Jennifer Olson	External Reviewer for Belmont Abbey College (2007)	The BAC Education Department- in preparation for a SACs review
Beth Weir (2005-2006) and Jennifer Olson	Children's Choice Project (2005-2007)	K-6 classrooms and Children's Book Council

5. Describe the faculty evaluation process.

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.

Figure 1



As reflected by the role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty members and the department head and/or Dean. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, department may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the Faculty Handbook, section 3.2.6. The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is submitted to the Dean. All faculty members, tenured or non-tenured are observed by members of the department as part of the faculty role model.

6. Describe how faculty assess their own effectiveness as related to candidate performance.

Faculty distribute course and instructor evaluations for every course every semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. In addition, all faculty, tenured and non-tenured have peer observations. These evaluations become a part of the faculty members file for tenure/promotion. Evaluations of supervisors of the student internship, including the narrative comments, are given to the department chair, director of teacher education, and the supervisor.

7. Describe how faculty evaluations inform teaching, scholarship, and service.

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through an annual and professional activities report. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes a:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Summary of professional involvement. The self evaluation and reflection needs to include supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

8. Describe the professional development opportunities provided for faculty.

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address faculty concerns such as: assessment, teaching and studying abroad, workload study and life balance, and tenure, promotion, and retirement. At the beginning the academic year, faculty are asked for topics of importance.
- Technology Services offers workshops and seminars on software programs, such as *Access*.
- Professional Development Time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.

- All faculty are given a specific amount of funding for travel to conferences; however, the Dean of individual schools have faculty development funds that can be sued to assist in this travel.
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Bolivia and China.

9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

The adjunct faculty in the Human Environmental Sciences Department usually teach specific technical courses, and do not teach any methods courses. Adjunct teaching faculty in the Department of Education have been teaching in the program for more than 10 years, and the adjunct supervisors are characteristically in the K-6 program. The chair of the department meets with adjunct faculty at least twice an academic year, no matter how long they have been a part of our program.

Adjunct faculty are assigned a shared office and a mailbox, and are mentored by the chair of the department.

Program Standard 5 Links	
	Xythos
Faculty Development	Course Syllabi –FCS Course Syllabi - Education
	Curriculum Vitae – FCS Curriculum Vitae – Education

Standard 6: Program Governance and Resources

The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.

The Family & Consumer Sciences education licensure program will be housed in the Department of Education during the 2007-08 school year. The program coordinator is , Dr. Jody L. Roubanis, who is licensed in Family & Consumer Sciences, a former public school Family & Consumer Sciences teacher, and a former advisor to a state Career and Technical Education Student Organization (FHA/HERO, now FCCLA). The program coordinator works with Dr. Deborah Tippett on all curricular aspects of the program related to the content area. Dr. Deborah Tippett is licensed in Family & Consumer Sciences, and a former public school Family & Consumer Sciences teacher and student organization advisor.

The Director of Teacher Education has multiple responsibilities for the licensure programs on campus. Those responsibilities include responsibility for the program and curricula of the K-6, 6-9, 9-12, and K-12 programs at the baccalaureate level. The professional core, courses taken by all students seeking licensure, program changes, and communication with public school personnel in regards to the field placements, including internships for 6-9, 9-12, and K-12 students, are the responsibility of the director.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs, and the main vehicle for communication and collaboration is the Teacher Education Committee, along with the normal College structure for curriculum proposals and approval. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

2. Describe the adequacy of the number of faculty to support the program.

Students in the comprehensive science licensure program are taught education courses by the faculty in the Department of Education. All have teaching experience. Content methods courses are taught only by licensed Family & Consumer Sciences educators, Dr. Jody L. Roubanis and Dr. Deborah Tippett.

	Full time	Adjunct
Human Environmental Sciences Department	11	1
Business Department Faculty Teaching FCS/ECO 274	1	0

The student teaching internship is directed by Dr. Wetonah Rice Parker, Director of Teacher Education, and field supervision is the collaborative responsibility of Dr. Parker and one of the methods professors, Dr. Jody L. Roubanis.

The Education Department includes 9 full-time faculty members and 10 part time faculty/supervisors.

3. Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.

There are no graduate assistants at Meredith College. The Family & Consumer Sciences education coordinator, in cooperation with the Director of Teacher Education and the departmental secretary for the Department of Education, oversees and completes all paperwork related to administering the Family & Consumer Sciences licensure program. The Family & Consumer Sciences coordinator has access to clerical support from a student worker. The Department of Human Environmental Sciences has a full-time secretary, and one additional part-time permanent staff position. Both staff members assist the Family & Consumer Sciences coordinator as needed. The Education Department is supported by two full time staff positions and up to three student worker positions.

4. Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.

As of 2004, all program areas in the Human Environmental Sciences Department have newly renovated classroom and laboratory/studio spaces. The majority of Family & Consumer Sciences content and methods courses are taught in Martin Hall.

The *Ballard Curriculum Lab* (room 211) and Classroom (room 213), named after donor Sue Ballard, were dedicated l. The classroom adjoins the FCS/CD curriculum lab which features a fully-equipped kitchen/messy project area, and large room that houses materials and supplies. Students also attend class in other rooms in the building. Classrooms on the first floor are shared spaces with other HES programs and the Department of Foreign Language. All have access to electronic technology.

Technology Available	Martin Hall
3000 lumen data projector, VCR, DVD, wireless capability, two laptop connectors for data projector, digital document camera, stereo for video and laptop audio output, consolidated controls at teaching stations	All classrooms
2800 lumen Proxima 6155 data projector, DVD, VHS, VGA cable for projecting laptop images, amplified speaker for video and laptop audio	Portable carts used in seminar rooms – Kept in Martin hall storage

Family & Consumer Sciences. The *Family & Consumer Sciences Seminar* room is a space especially designated for the Family & Consumer Sciences education major. Located on the second floor of Martin, the space serves as a student and faculty meeting area. Because the primary purpose

of the space is for student use, faculty are limited to one meeting a day in the space. The room houses a spectrum of curricular materials for teaching Family & Consumer Sciences at the secondary level, and a variety of support resources from all HES programs. The space can be used for small classes, and was used as a meeting space for FCS Education in Spring of 2006.

Child Development. The Ellen Brewer House (EBH), an on-site infant-toddler program, is part of the Child Development Program, and is located adjacent to Martin Hall. Students in CD 334 Infant Development (a B-K content course) do their field work at EBH. Children and families from EBH provide demonstrations for content and methods courses. EBH was established in 1991 with the primary goal of serving as an on-site center for students. It is considered by infant-toddler specialists at the N. C. Division of Child Development to be one of the few exemplary programs for infant and toddlers in the state, and it has consistently earned top rating of "five stars" by the state. Also, EBH has earned the distinction of being named as a model site by Partnership for Inclusion. It serves as a practicum site for students in child development, psychology and exercise and sport science.

Interior Design. Two large studio rooms are designated for Interior Design courses. Each is equipped with 16 professional quality drafting tables. Lighting in the studio spaces is of ideal quality for drafting and rendering. One studio houses a light box, which enables students to apply concepts of light theory to their designs. The computer lab is located across the hall from the studios, and is equipped with several printers and two plotters.

Fashion Merchandizing & Design. The clothing construction lab is located adjacent to the computer lab. It houses 16 computerized sewing machines, and 1 commercial sewing machine. The lab has two storage areas for textiles, student projects, and equipment. Lighting in the clothing construction lab is of ideal quality for the classes conducted in the space.

Foods & Nutrition. The Foods Lab is located on the first floor of Martin, and houses six independent work stations. Each station is fully equipped with the standard conventional kitchen appliances. The equipment in the lab has been carefully selected to span a variety of types that a professional may encounter. It should be noted that students work in a commercial food setting on campus in Belk Dining (see the video on FN 310 work-based learning experiences in Belk Dining Hall).

All faculty in the Department of Human Environmental Sciences have individual offices in Martin, except for Dr. Paul Winterhoff, who moved to Joyner Hall in 2006 when it was renovated to include space for the Director of General Education and Honors Program.

Education. The Department of Education is housed in Ledford Building that was opened in January 1995. All faculty have individual offices, small and large classrooms, a curriculum center, and small conference areas. The department shares the building with the departments of Psychology and Sociology and Social Work. Even though the majority of the classroom on the 2nd and ground floors are used by the faculty and students in education, they are shared space with the other two departments. In addition, there is an Autism Program, sponsored by the Department of Psychology, housed on the ground floor.

Technology Available	Ledford Building
Television, VCR, overhead projector, screen, whiteboard, wireless capability	All classrooms
Data projector, VCR, DVD player	Portable - 2-3 for floors 1, 2, 3

Being that Meredith College is a laptop campus, all classrooms are wireless. There are computer labs in Ledford and SMB for students; however, all full time students at Meredith have laptop computers.

5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the natural sciences and the Department of Education.

The Carlyle Campbell Library provides extensive resources to support the Meredith community, including our education licensure students and graduate education students.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K-12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is $2,147.00. In addition to funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assisted the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, the library has a supplemental budget for the acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent $14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10th ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL. For Human Environmental Sciences specific materials, there is an annual allotment of $2,000.00-$3,000.00.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed

annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education periodicals include:

American School Board Journal
Art Education
Child Development
Childhood Education
Education Week
Educational Leadership
Journal of Family & Consumer Sciences
Journal of Family & Consumer Sciences Education
Language Arts
Phi Delta Kappan
Reading Teacher
School Arts
Times Educational Supplement

Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The library website, http://www.meredith.edu/library, organizes information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

As mentioned in the facilities section of this report, there is a Family & Consumer Sciences Resource room located in Martin Hall. This facility houses over 200 texts and curricular materials.

6. Describe the technology resources that support the program and their adequacy.

Meredith College is a laptop campus. All faculty have a laptop computer, printer, APC powerstrip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in four buildings on campus, Ledford, SMB, Harris, and Martin. In addition, EDU 241, Introduction to Instructional Media is taught in SMB where data projectors are mounted in the ceiling, and may be connected to the provided desktop or the faculty/student laptop.

7. Describe the adequacy of the fiscal resources that support the program.

Travel allocations from the College operating budget are made to each academic department in the amount of $500.00 per full time faculty member. Deans support conference presentations with more funding. Faculty in Family & Consumer Sciences and Education have full access to duplication through the Copy Services and copy machines in the individual buildings.

The Sue Ballard Endowment provides $3,000.00 a year for use by the Family and Consumer Sciences program and/or the Child Development program for supplies and equipment. The Dednam Family Endowment supports equipment and classrooms for all programs. Charitable remainder gifts have been designated to Human Environmental Sciences, which exceeds $3,100,000.00.

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission o the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.

Workload Policies. Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. At the undergraduate level, research courses (i.e., CD 299 and CD 499 EDU 299 and EDU 499) accumulate with a value of 1/9 credit per student and at the graduate level, masters theses (EDU 650, 651, 800) accumulate with a value of 2/3 credit per thesis. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. The B-K Coordinator serves as the student teaching supervisor, and thus has a reduced load for other classes. College supervisors for B-K interns are required to observe each student teacher for a minimum of 4 times. Problems in student teaching may require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

Strong supervision and support for interns and their cooperating teachers is a hallmark of licensure programs at Meredith College, including the B-K program. B-K interns are placed in public preschool or kindergarten programs using a traditional schedule. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal evaluation. Supervisors, cooperating teachers, and student interns have midterm conferences. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and complete the final evaluations, each completing his/her own, using the TCER. The student teaching portfolio is due for review by the B-K Coordinator in early April, with final review by the cooperating teacher to be completed by May 1st. At the final conference, the professional portfolio, which reflects on the internship experience and with the

satisfactorily completed technology requirements, is jointly reviewed by the supervisor, CT and student.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

Fall 2006				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 651 – Master's Thesis	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School; EDU 745 – Introduction to Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master's Thesis	Director, Graduate Program	Graduate Advisory Committee	Education
Linda Hubbard	EDU 232 – Foundations in American Education	6	Teacher Education, Dean's Council, Teaching Fellows Advisory	Education
Beth Marr*	EDU 255 – Literature for Children and Early Adolescents; EDU 300 – Introduction to Language Arts; EDU 400 - Communication Skills in the Elementary School	None	None	Education
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson*	EDU 255 – Literature for Children and Early Adolescents; EDU 450 – Reading in the Content Area	None	None	Education

Wetonah Rice Parker	EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master's Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts*	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Julie Schrock	EDU 234 – Educational Psychology; EDU 466 – Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education
HES Faculty	Fall 2006			
Name	Teaching Load	Advisement	Committees	Department
Deborah Tippett	CORE 404 - Global Questions: The Needs of Families; CD 335 – Marriage & Family Relationships	HES Department Head	Women's Studies; General Education Review Committee	Human Environmental Sciences

Jody Roubanis	FN 124 – Principle of Foods; FCS 490 – Professional Symposium (1 credit hour); FCS 941[3] – Foundations in FCS (2 sections at 1 credit hour each) FCS 765 – FCS Education	FCS Program Coordinator	Women's Leadership Institute (Ad Hoc appointment by college president); Academic Council	Human Environmental Sciences
Martha Burpitt	ID 244 – Interior Design II; ID 245 – Housing Issues; ID 443 – Professional Practices in ID; ID 444 – Interior Design IV	ID Program Coordinator		Human Environmental Sciences
Kathryn Clark	BK 465 – Teaming & Collaboration; CD 234 – Preschool Child; CD 334 – Infant Development; CD 345 – Preschool Curriculum	CD Program Coordinator	Just & Equitable Treatment (JET); Institutional Review Board	Human Environmental Sciences
Jane Crowley	ID 144 – Interior Design I; ID 248 – Technology Applications for ID; ID 343 – Construction Technology; ID Contract Interior Design		Academic & Co-Curricular Technology; International Studies	Human Environmental Sciences
Diane Ellis	FMD 114 – Apparel Merchandising; FMD 212 – Visual Merchandising; FMD 315 – History of Costume; FMD 442 – Retail	FMD Program Coordinator		Human Environmental Sciences

[3] FCS 941 (Foundations in FCS) was approved by Academic Council, Teacher Education Committee, and the Faculty to be adopted into the FCS curriculum, and is now numbered FCS 290.

	Buying			
Joan Giampaoli	FN 310 – Food Service Management Systems I; FN 311/312 Food Service Management Lab (1 credit hour each); FN 330 – Experimental Food Science; FN 625 – Seminar in Nutrition (3 graduate credit hours)		Faculty Development	Human Environmental Sciences
Alice Gurley	FMD 226 – Tailoring; FMD 418 – Textiles			Human Environmental Sciences

Spring 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology; EDU 401 Mathematics in the Elementary School; EDU 490 – Observation & Directed Teaching	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School; EDU 745 – Introduction to Methods of ESL; EDU 641 – Methods of Teaching ESL; EDU 651 – Master's Thesis	Director, Graduate Program	Graduate Advisory Committee	Education
Linda Hubbard	CORE 100 – The Context of Culture	6		Education
Beth Marr*	EDU 300 – Introduction to Language Arts; EDU 400 - Communication Skills in the Elementary School; EDU 676-Clinical Application of the	None	None	Education

	Reading Process			
Monica McKinney	EDU 232 – Foundations of American Education; CORE 100 – The Context of Culture; EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson*	EDU 255 – Literature for Children and Early Adolescents; EDU 450 – Reading in the Content Area; EDU 490 – Observation & Directed Teaching	None	None	Education
Wetonah Rice Parker	EDU 440 – Seminar in Education; EDU 467 – Secondary School; EDU 490 – Observation and Directed Teaching, EDU 651 – Master's Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts*	EDU 440 – Seminar in Education; EDU 232 – Foundations in American Education; EDU 490 – Observation and Directed Teaching	None	None	Education
Julie Schrock	EDU 234 – Educational Psychology; EDU 466 – Preadolescents/ Adolescent Behavior; EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education
FCS Faculty	Spring 2007			
Name	Teaching Load	Advisement	Committees	Department
Deborah Tippett	FCS 764 – Methods of Teaching FCS & FN[4]; CD 335 – Marriage & Family	HES Department Head	Women's Studies; General Education Review Committee	Human Environmental Sciences

[4] All courses are three undergraduate credit hours (3), unless otherwise designated.

	Relationships			
Jody Roubanis	FN 250 – Perspectives in Nutrition (2 credit hours); FCS 600 – Contemporary Leadership (1 graduate credit hour); FCS 355 – Family Resource Management; CORE 404 - Global Questions: The Needs of Families	Research Course Release (3 hours); FCS Program Coordinator	Women's Leadership Institute (Ad Hoc appointment by college president); Department Representative on Academic Council	Human Environmental Sciences
Martha Burpitt	ID 246 – Interior Design Materials; ID 248 – Technology Applications for ID; ID 444 – Interior Design IV	ID Program Coordinator		Human Environmental Sciences
Kathryn Clark	BK 465 – Teaming & Collaboration; CD 234 – Preschool Child; CD 334 – Infant Development; CD 345 – Preschool Curriculum	CD Program Coordinator	Just & Equitable Treatment (JET); Institutional Review Board	Human Environmental Sciences
Jane Crowley	Two sections of ID 144 – Interior Design I; ID – Construction Technology		Academic & Co-Curricular Technology; International Studies	Human Environmental Sciences
Diane Ellis	FMD 114 – Apparel Merchandising; FMD 244 – Retail Merchandising; FMD 443 – Special Problems in Retailing			Human Environmental Sciences
Joan Giampaoli	FN 227 – Introductory Nutrition; FN 320 – Food Service Management Systems II; FN 601 – Advance Clinical Nutrition Seminar (3.0 graduate credit hours)		Faculty Development	Human Environmental Sciences
Alice Gurley	FMD 114 –			Human

	Apparel Merchandising; FMD 418 – Textiles; FMD 428 – CAD Apparel Design; FMD 495 – Senior Project			Environmental Sciences

Summer 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology			Education
Ellen Graden	EDU 645 – Culture & the Language Teacher			Education
Beth Marr*	EDU 677 – Teaching Writing K-12			Education
Wetonah Rice Parker	EDU 241 – Introduction to Instructional Media; EDU 605 – Design & Evaluation of Instructional Materials			Education
FCS Faculty	Summer 2007			
Name	Teaching Load	Advisement	Committees	Department
Deborah Tippett	CORE 404 – Global Questions: The Needs of Families			Human Environmental Sciences
Martha Burpitt	ID 245 – Housing Issues			Human Environmental Sciences
Bill Landis	FN 227 – Introductory Nutrition			Human Environmental Sciences
Diane Ellis	FMD 418 - Textiles			Human Environmental Sciences

*Hired Fall 2006

Program Standard 6 Links
Xythos
Course Syllabi –FCS Course Syllabi - Education
Curriculum Vitae – FCS Curriculum Vitae – Education