I. Program Overview--Family and Consumer Sciences Education (FCSE)
Family and Consumer Sciences Education (formerly Home Economics Education) was one of the original academic programs offered when Texas Technological College opened its doors in 1925. The program name was changed to Family and Consumer Sciences Education (FCSE) in 1993 to reflect the name used by the profession at the national level.

Master’s degrees in FCSE were offered as early as 1940 and the first doctoral degrees were granted in 1979. The program has been part of four administrative units: the Department of Home Economics Education until 1986, the Department of Education, Nutrition, and Restaurant/Hotel Management from 1986-2004, the Department of Applied and Professional Studies 2004-2012, and the Dean’s Office, College of Human Sciences 2012-present.

Currently, Texas Tech offers the only FCSE Master’s degree program in Texas and the only Ph.D. program in FCSE in the United States. A distance education option for the FCSE Master’s degree is offered through the Great Plains Interactive Distance Education Alliance (GPIDEA). However, as directed by the Graduate School, the GPIDEA should not be a focus of this review, even though those resources and enrollments contribute to the overall success of the program. While data supplied by the Graduate School in this review does not include enrollments or revenue from the GPIDEA, notations throughout the report will refer to GPIDEA supplemented by the program when needed to support the overall review of the FCSE Master’s program.

The purpose of M.S. program in Family and Consumer Sciences Education is to prepare individuals for professional positions in secondary schools, extension education and other educational settings. Specific student learning outcomes include:
1) Demonstrate effective teaching strategies for use with a variety of adolescent and adult audiences.
2) Develop content expertise in family and consumer sciences.
3) Apply theories of curriculum design to the development of family and consumer sciences curriculum.
4) Analyze the role of the teacher in educational leadership.
5) Assess current issues and trends that have implications for public education.
6) Develop skills for conducting research in educational settings and applying research findings to professional practice.

The purpose of the Ph.D. program in Family and Consumer Sciences Education is to prepare individuals for faculty positions in higher education and other professional leadership roles. Specific student learning outcomes include:
1) Plan and implement effective classroom teaching in higher education.
2) Develop appropriate evaluation tools to collect and interpret data to evaluate student learning
3) Utilize theory-based models of curriculum for application in educational and corporate settings and related areas.
4) Develop skills for conducting research in educational settings.
5) Analyze current issues and trends that impact family and consumer sciences education.
6) Develop skills required for professional leadership.

The FCSE graduate program is recognized as a high quality program in Texas and beyond. Program outcomes are evaluated as indicated in the Program Assessment Plans developed in 2006, using such measures as performance on comprehensive and qualifying exams, performance on the Texas Certification Exam (post-baccalaureate certification students), program completion, scholarly productivity (doctoral students), and employment of graduates in positions related to the degree. As required, the progress of each doctoral student is evaluated annually, and for students not making adequate progress, a report is sent to the Graduate School every three years.

The Curriculum Center for Family and Consumer Sciences, while not a formal part of the FCSE Program, contributes to the graduate program by providing some employment for graduate students and space for graduate assistants. It also links the FCSE faculty and graduate students to FCS programs and teachers throughout the state.

The mission of The Curriculum Center for Family and Consumer Sciences is to produce and disseminate instructional materials that support family and consumer sciences programs and to provide related pre-service and in-service professional development to educators and administrators within those program areas. The Center is the only curriculum center in the nation that specializes in the development of curriculum materials for family and consumer sciences content areas.

Since the last graduate program review, the FCSE Program along with the other academic programs that were housed in the Applied and Professional Studies (APS) Department, has reorganized. The FCSE Program is now a stand-alone program that is housed in the College of Human Sciences Dean’s Office. This arrangement results in more autonomy for the program. The official reorganization began in the 2011-2012 academic year.

COHS.

The 18 Characteristics of Texas Public Doctoral programs can be found in Appendix C. Discussion of this data as it relates to the FCSE Ph.D. program can be found throughout the Graduate Program Review document.
II. Graduate Curricula and Degree Programs

A. Scope of programs within FCSE

Family and Consumer Sciences Education offers a doctoral and master’s program. It also participates in a jointly administered master’s program through the Great Plains Distance Education Alliance (GPIDEA). There are two options available in the GPIDEA master’s degree. During the first year of doctoral study, the graduate faculty in the major field make a formal evaluation of the student’s academic background and a program of study is developed and leveling courses recommended.

**Master of Science in Family and Consumer Sciences Education**—the M.S. in FCSE is designed to prepare individuals for advancement in family and consumer sciences careers. A minimum of 32 semester hours is required for the thesis option and 38 semester hours for the non-thesis option. Required coursework includes curriculum development, evaluation, administration and leadership, and research methods. Statistics is also required for the thesis option.

- Thesis option
- Non-thesis option
- Distance education option, a collaborative effort of universities in five states through the Great Plains Interactive Distance Education Alliance (GPIDEA)

**Post-baccalaureate teacher certification in Family and Consumer Sciences Education** (may be combined with Master of Science Degree)—graduate students may obtain a teaching certificate in family and consumer sciences by completing coursework that meets the Texas standards for teacher certification. Three post-baccalaureate options are available. These include:

- A Comprehensive certificate
- A Specialized Certificate in Human Development and Family Studies
- A Specialized Certificate in Hospitality, Nutrition, and Food Sciences

**Doctor of Philosophy in Family and Consumer Sciences Education**—the Ph.D. in FCSE prepares individuals for faculty positions in higher education and other professional leadership roles. A minimum of 53 semester hours beyond the master’s degree is required, exclusive of dissertation. The program includes a specialization in family and consumer sciences education, a research component, and other coursework designed to meet individual professional goals.

The time frame for completion of the Master’s degree is two years for full-time students and three or four years for part-time students. Additional time is required for students who combine post-baccalaureate teacher certification with the Master’s degree. Doctoral students enrolled full-time usually complete their degrees in four years or less; part-time students require six years or more. Time to completion could be reduced by providing additional financial assistance to enable the enrollment of more full-time students.

Dr. Karen Alexander, the FCSE Graduate Advisor, advises doctoral students until they select a dissertation advisor. Students select their own dissertation chair in consultation with the Graduate Advisor. Currently Dr. Alexander serves as dissertation chair for 19 students and Dr. Barbara Allison, three. Dr. Godfrey joined the FCSE faculty in Fall 2012, and will increase her role in chairing dissertations in the future. Adjunct graduate faculty
member Dr. Marsha Rehm and Dr. Kim Davis serve as committee members, but not chairs. Dr. Sue Couch, retired faculty, chaired her one remaining committee and continues to serve on dissertation committees and qualification exam committees.

Graduate courses are offered on a regular schedule, planned three years in advance, to ensure that students can complete degrees in a timely fashion. Required courses are taught annually, other courses are taught approximately every two years. Course content is reviewed regularly by individual faculty members and by the graduate faculty periodically. All courses are evaluated, using the University student evaluation system and the College of Human Sciences peer evaluation procedures.

Students are recruited through the FCSE website and the Great Plains IDEA websites and through presentations, displays, exhibits, and personal contacts by faculty who participate in state and national conferences.

Admission decisions are made on the basis of published admission requirements and the fit between the program and the applicant’s professional goals. Doctoral applicants participate in an interview with members of the FCSE graduate faculty. Students admitted to the graduate program are not guaranteed assistantships or other types of financial support. However, to the degree possible, student’s awarded assistantships upon admission retain those assistantships as continuing students. Attempts to provide competitive scholarship assistance to out-of-state students are regularly made.

Enrollment in individual graduate courses is not limited, except for online courses, currently capped at 20. Most FCSE graduate courses could accommodate additional students.
B. Number and types of degrees awarded

### Degrees Awarded - Academic Year
*(Family & Consumer Sciences Education)*

*Source: Institutional Research and Information Management*
*Chart prepared by The Graduate School*

![Chart showing degrees awarded by academic year and type (Masters, Doctorates, Grad Totals)]

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### Comparison of Degrees Awarded

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C. Undergraduate and graduate semester credit hours

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AY SCH compared to Budget*
(Family & Consumer Sciences Education)
Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

*Program was new as of FY 2012, previously APS

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Family & Consumer Sciences Education
D. Number of majors in the department for the fall semesters

![Bar chart showing enrollment by level from 2008/09 to 2013/14](chart.png)

### Enrollment by Level\(^*\) - Fall Data
(Family & Consumer Sciences Education)

- **Masters**:
  - 2008/09: 12
  - 2009/10: 4
  - 2010/11: 4
  - 2011/12: 4
  - 2012/13: 9
  - 2013/14: 22

- **Doctoral**:
  - 2008/09: 16
  - 2009/10: 15
  - 2010/11: 20
  - 2011/12: 21
  - 2012/13: 25
  - 2013/14: 22

*Program was new as of FY 2012, previously APS

### Comparison of Enrollment Fall Data

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E. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

Course Enrollments by Academic Year
Source: Institutional Research and Information Management

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NOTE: The enrollment chart (Section E) is not a fully accurate representation of enrollments because the GPIDEA sections are not included. Course enrollments for many sections were higher than indicated. Crosslisted sections include FCSE 5301, 5302, 5303, 5304, 5307, 5341, and 5355.
F. Courses cross listed (syllabus included behind)

The FCSE Program does not have crosslisted courses with other departments. However, a few of the graduate courses taught in the master’s programs have crosslisted sections with the undergraduate courses.

- FCSE 4302/5311 Professional Applications in Family and Consumer Sciences
- FCSE 4306/5309 Career Preparation in Family and Consumer Sciences
III. Faculty

A. Number, rank, and demographics of the graduate faculty

Note: FCSE became an independent program in 2011-2012. Prior to that time FCSE was a program in the Applied and Professional Studies Department. Funds for Research Associates, most RAs, and GPTIs result from Faculty salary savings generated with a grant from the Texas Education Agency and cost sharing faculty salaries with the Great Plains IDEA program income.
NOTE: Program has three faculty lines. During the 2011-12, there was a hiring freeze at the university resulting in one line remaining open for that faculty year. Additionally, one faculty member was promoted from assistant to associate professor in 2010.

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B. List of faculty members

_List all faculty who were employed by your department during the six years of this review_

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<th>FACULTY NAME</th>
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<th>Member of Grad Faculty? Y or N</th>
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C. Summary of the number of refereed publications and creative activities.

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N = # of full time faculty contributing  F = # of full time faculty in department
D. Responsibilities and leadership in professional societies

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<td>NIH panels</td>
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<td></td>
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</tr>
<tr>
<td>Science oversight committee for World Recreational Fishing Conference</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

N = # of full time faculty contributing  F = # of full time faculty in department

Graduate Student Committee’s faculty have served for the past 6 years

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Committees Chaired</th>
<th>Committees Served in department</th>
<th>Committees Served outside department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masters</td>
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<td>Masters</td>
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<td>Alexander, Karen</td>
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<tr>
<td>Allison, Barbara</td>
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<tr>
<td>Couch, Anna Sue</td>
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<tr>
<td>Godfrey, Roxie</td>
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</table>

E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
IV. Graduate Students

A. Demographics of applicants and enrolled students

Note: Students Graduated data is by Academic Year
Note: Students Graduated data is by Academic Year.

Program Note: In Spring 2011 the senior-most faculty member retired from the FCSE Program. The university experienced a hiring freeze in that and the following academic year (2011-12). A program-level decision was made to limit the number of new students admitted to the graduate program, especially the doctoral program until it was determined the faculty support would be available to maintain quality advising and teaching.
NOTE: The FCSE Program operates a separate master’s degree with two options that is fully online through the Great Plains Distance Education Alliance (GPIDEA). The data related to this program were not generated with the other reports and is provided by the program to provide a more accurate picture of course enrollments, graduation rates, faculty load, and program resources.
### Family & Consumer Sciences Education

#### Graduate Applicants - Fall Data

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
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<td>M</td>
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<td>M</td>
<td>F</td>
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<tr>
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<tr>
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<tr>
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<td>23</td>
<td>3</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

**Gender Total**

| Gender Total | 21 | 1 | 26 | 4 | 18 | 2 | 3 | 3 | 15 | 0 | 7 | 4 |

**Total Applicants**

| Total Applicants | 22 | 30 | 20 | 6 | 15 | 11 |

#### Admitted Graduate Students - Fall Data

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
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</tr>
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<td>12</td>
<td>1</td>
<td>5</td>
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</tr>
</tbody>
</table>

**Gender Total**

| Gender Total | 11 | 0 | 13 | 1 | 12 | 1 | 1 | 1 | 11 | 0 | 4 | 4 |

**Total Admitted**

| Total Admitted | 11 | 14 | 13 | 2 | 11 | 8 |
### Enrolled New Graduate Students - Fall Data

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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
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<td></td>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<td>1</td>
</tr>
</tbody>
</table>

**Gender Total**

| Gender Total | 6    | 0    | 1    | 0    | 6    | 1    | 1    | 3    |

**Total Enrolled**

| Total Enrolled | 6    | 1    | 7    | 1    | 3    | 3    | 5    |

### Demographics of Enrolled Graduate Students - Fall Data

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<tr>
<td>African American Multiracial</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Black, Not of Hispanic Origin</td>
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<tr>
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<td>22</td>
<td>5</td>
<td>17</td>
<td>3</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

**Gender Total**

| Gender Total | 29   | 5    | 19   | 3    | 27   | 6    | 20   | 9    |

**Graduate**

| Graduate | 34   | 22   | 33   | 29   | 32   | 31   |
B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

(see appendix H)

**NOTE:** The GRE is not an admission requirement for either degree program. Some of our students choose to take the GRE to supplement their admission materials, especially in the case of students with lower GPAs.
C. GPA of new students

![Graph showing GPA of new students by level (Masters, Doctoral) from 2008 to 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
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<tr>
<td>2008</td>
<td>3.81</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>2011</td>
<td>3.54</td>
<td>3.90</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>3.88</td>
</tr>
<tr>
<td>2013</td>
<td>3.50</td>
<td></td>
</tr>
</tbody>
</table>
D. Time to Degree in Years – Average years to graduate for all students graduating each year

NOTE: The majority of students in the FCSE Graduate Program are enrolled as part-time students because they are full-time faculty members, Extension agents, or classroom teachers. Both degrees are designed for individuals who are employed fulltime.
E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

The majority of students in the FCSE Graduate Program are enrolled as part-time students because they are full-time faculty members, Extension agents, or classroom teachers. The FCSE Program has a limited number of assistantships. When the program was in the APS Department, it generally received one TA and/or RA for the program from departmental funds. The additional positions were hired with either faculty start-up funds, the AchieveTexas College and Career Initiative, or a special two-year funding opportunity from the Graduate School. As an independent program, funds were limited. Most of the additional positions indicated below were a result of faculty salary savings generated from the AchieveTexas grant or the special funding from the Graduate School. There were no operating funds (still the case) available for assistantships. Not having a consistent, dedicated source of funds creates a challenge for recruiting full-time doctoral students.
F. Initial position and place of employment of graduates over the past 6 years

<table>
<thead>
<tr>
<th>Name (Doctoral)</th>
<th>Initial Position</th>
<th>Initial Employer</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Texas Tech Health Sciences Center</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Chinese Culture University</td>
<td>Taipei, Taiwan</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Texas Tech Health Sciences Center</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Trainer</td>
<td>Department of Intercollegiate Athletics, Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>INTI International College</td>
<td>Subang, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Texas Tech Health Sciences Center</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Stephen F. Austin State University</td>
<td>Nacogdoches, TX</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Stephen F. Austin State University</td>
<td>Nacogdoches, TX</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>Texas State University (now self-employed)</td>
<td>San Marcos, TX</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Texas Tech Health Sciences Center</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>Texas State University</td>
<td>San Marcos, TX</td>
</tr>
</tbody>
</table>

G. Type of financial support available for graduate students
The FCSE Program had a very limited number of assistantships (see graph in Section E of this Chapter). However, we were able to supplement all assistantships and part-time students with a considerable amount of funding from program-level scholarships. Because the FCSE Program is one of the original programs in the College of Human Sciences, it has acquired a number of substantial endowments and scholarships.
H. Number of students who have received national and university fellowships, scholarships and other awards

<table>
<thead>
<tr>
<th>AWARD</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
</tr>
<tr>
<td>AT&amp;T Chancellor’s</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hazlewood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Devitt Jones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD Jones PT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Dissertation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preston and Ima Smith Scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Conservation Research Scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covenant Health and Social Services Fellowship</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>United Supermarkets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talkington Fellowship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISA/IAWT</td>
<td></td>
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<tr>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
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### Award Summary

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<td>Hazlewood</td>
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<td></td>
</tr>
<tr>
<td>Helen Devitt Jones</td>
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<td>1</td>
</tr>
<tr>
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<td>4,500</td>
</tr>
<tr>
<td>Summer Dissertation</td>
<td>5,000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Preston and Ima Smith Scholarship</td>
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<td></td>
<td></td>
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<tr>
<td>Water Conservation Research Scholarship</td>
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<td></td>
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<tr>
<td>CH Foundation</td>
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<tr>
<td><strong>Total</strong></td>
<td>12,500</td>
<td>8,500</td>
<td>20,500</td>
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</table>

### I. Percentage of full time master and doctoral students who received financial support.

A table is not needed here because any fulltime masters and/or doctoral students received either an assistantship or fellowship that was supplemented with local scholarship funds.
J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

<table>
<thead>
<tr>
<th>Year</th>
<th>Referred</th>
<th>Non-Referred</th>
<th>Poster presentations</th>
<th>Other activities</th>
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<td>3 5</td>
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<td>8 8</td>
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<td>2011</td>
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<td>2 5</td>
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<td>15 15</td>
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</tr>
<tr>
<td>2008</td>
<td>2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The “Other Activities” contains presentations resulting from grant work with the AchieveTexas College and Career Initiative. These professional development activities and/or presentations were presented by the grant PI and the GRA working on the grant.

K. Programs for mentoring and professional preparation of graduate students

All graduate students were assigned a primary adviser. When students were unable to meet face-to-face with their adviser emails, conference calls, and Lync calls were used to aide communication.

Doctoral students were provided with monthly symposiums (last Friday of the month) three times a semester. All students were encouraged to attend at least two of the symposiums each semester. Topics addressed were student research projects (7000s and 8000s), grant writing, IRB human subjects approval, preparing literature reviews, presenting research (oral and poster), and conducting library research.

A visiting scholar, Dr. Marsha Rehm, was brought to campus twice to present in the Curriculum course and provided two graduate students presentations related to students publishing their work.

Students were encouraged to publish assignments created in class when appropriate. Several students, mostly fulltime, published or presented with faculty.

The internship experience was promoted more fully to give students more opportunities to experience supervision of student teaching and/or college-level teaching. Five doctoral students completed an internship for credit under the guidance of a faculty member after they enrolled in the related content course. For instance, graduate university student teaching supervisors successfully completed the Supervision course before enrolling in the internship where they supervised two student teachers.

Financial support was provided from program funds when available to defray travel costs for graduate students to present at state and/or national meetings.
Students were encouraged to apply for profession supported fellowships. The FCSE students were very successful in obtaining these additional sources of financial support (Section H).

L. Department efforts to retain students and graduation rates.
In addition to the strategies outlined above, an attempt was made to improve the engagement and completion of doctoral candidates in the dissertation phase. Dr. Marsha Rehm was hired to lead a focused online FCSE 8000 (dissertation hours). Students established clear goals for the semester, completed an individual work plan, and submitted work to Dr. Rehm for structured feedback. The course was repeated in Summers 2013 and 2014 with Dr. Allison. Students reported favorable comments about the experiences. Additionally, committee chairs and members noticed an improvement in the writing of the proposals and final drafts submitted to the committee. Faculty deemed this a wise investment of resources, especially because the program is limited to three full-time faculty members.

M. Percentage of Full-Time Master and Doctoral students per year – Fall Data

![FCSE Program Graduate Program Enrollments Fulltime and Part-time](image)

**NOTE:** The majority of students in the FCSE Graduate Program are enrolled as part-time students because they are full-time faculty members, Extension agents, or classroom teachers. Both degrees are designed for individuals who are employed full-time.

Family & Consumer Sciences Education
V. Department

A. Department operating expenses

Department Operating Cost - Academic Year
(Family & Consumer Sciences Education)

*Source: AF Information Systems Management
Chart prepared by the Graduate School

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/09</td>
<td>-</td>
</tr>
<tr>
<td>09/10</td>
<td>-</td>
</tr>
<tr>
<td>10/11</td>
<td>-</td>
</tr>
<tr>
<td>11/12</td>
<td>-</td>
</tr>
<tr>
<td>12/13</td>
<td>$39,226</td>
</tr>
<tr>
<td>13/14</td>
<td>$41,344</td>
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Department Operating Costs as a Fraction of Employees

*Source: AF Information Systems Management
Source: Department

<table>
<thead>
<tr>
<th>Year</th>
<th>*Dept Operating Cost</th>
<th>Faculty &amp; Staff</th>
<th>Dept Op Cost /FS</th>
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<tbody>
<tr>
<td>08/09</td>
<td>-</td>
<td>$209,226</td>
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<tr>
<td>09/10</td>
<td>-</td>
<td>$213,116</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>-</td>
<td></td>
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</tr>
<tr>
<td>11/12</td>
<td>-</td>
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<td></td>
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<tr>
<td>12/13</td>
<td>$39,226</td>
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<tr>
<td>13/14</td>
<td>$41,344</td>
<td>$213,116</td>
<td>19.40%</td>
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</table>

Family & Consumer Sciences Education
The Great Plains IDEA generates significant operating funds for the FCSE Program. Funds pay for faculty salaries, technical support, travel to professional development meetings and program faculty meeting (two a year), a $10,000 scholarship, and support for a TA position.

B. Summary of Proposals (submitted)

N/A
C. External Research expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>F&amp;A</th>
<th>Award Amount</th>
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<td>$250,000</td>
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<td>$300,000</td>
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<tr>
<td>10/11</td>
<td>1</td>
<td>$24,000</td>
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</tr>
<tr>
<td>11/12</td>
<td>1</td>
<td>$14,400</td>
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<tr>
<td>12/13</td>
<td>1</td>
<td>$11,046</td>
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<tr>
<td>13/14</td>
<td>1</td>
<td>$10,858</td>
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NOTE: Program developed table. Data easily accessible at the reports section of the Office of Research Services. Data reflects award from the Texas Education Agency for the AchieveTexas College and Career Initiative.

D. Internal Funding

**DEPARTMENT COMPLETES**

**Source of Internal Funds (TTU)**

<table>
<thead>
<tr>
<th>Source of Internal Funds (TTU)</th>
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<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
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<tr>
<td>Research Enhancement</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Research Incentive</td>
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<td>$13,473</td>
<td>$13,447</td>
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<tr>
<td>Line Items</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Interdisciplinary Seed Grants</td>
<td></td>
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<td></td>
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<tr>
<td>New Faculty Start-ups</td>
<td>$5,000</td>
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<td>$22,000</td>
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<tr>
<td>Matching from VP of Research</td>
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<td></td>
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<tr>
<td>Special needs and opportunities</td>
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<td></td>
<td></td>
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<td>Research Promotion</td>
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<td>Graduate School Fellowships</td>
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<tr>
<td>HEAF</td>
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<td><strong>TOTALS:</strong></td>
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<td>$9,542</td>
<td>$13,473</td>
<td>$35,447</td>
<td>$26,000</td>
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</table>

Family & Consumer Sciences Education
E. Scholarships and endowments
The FCSE Program has significant resources in scholarships and endowments (18 available for award). Some of these funds are designated for fulltime graduate students only. Over the years, the program has been awarded a few more scholarships. The program took ownership for awarding program level scholarship in 2010. In FY 14 the program was awarded $10,000 in graduate student recruitment scholarships in addition to the existing scholarship funds.

F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Number of Rooms</th>
<th>Total Assignable Square Feet</th>
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<tbody>
<tr>
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<td>3</td>
<td>565.55</td>
</tr>
<tr>
<td>LABS:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STORAGE:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TEACHING:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>LIBRARY:</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OTHER</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL SQUARE FEET</td>
<td>3</td>
<td>565.55</td>
</tr>
</tbody>
</table>

NOTE: While not allocated to the FCSE Program, the Curriculum Center for Family and Consumer Sciences offers office space for three graduate students holding assistantships and the library space for meetings, doctoral symposiums, thesis and dissertation defenses, and class. The program also maintains an office on the second floor of COHS for the AchieveTexas College and Career Initiative. The office also provides space for Dr. Sue Couch, retired faculty member.
G. HEAF expenditures

The FCSE Program has been awarded zero funds from HEAF, even though the requests have been made each year.

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

The FCSE program is accredited by the Council for Accreditation of Educator Preparation (CAEP) formerly the National Council for the Accreditation of Teacher Education (NCATE).

The Mission of CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

The last CAEP review was in 2013. The FCSE Program is included with the accreditation review of the other educator preparation programs, and the review process is coordinated by the College of Education.
VI. Conclusion

The FCSE Program has been in operation as an independent program for a little more than 3 years. We feel that the program has done very well building a strong foundation for future success with extremely limited resources.

The FCSE graduate program has outstanding faculty and students and is recognized as a high quality program in Texas and throughout the nation. Major strengths include professional leadership roles of faculty, significant grant activity, and involvement in two distance education initiatives. Faculty (tenure-track FTE=3) have generated more than $1.3 million in grants from state and federal sources during the last six years. The online M.S. in FCSE, offered through the Great Plains Interactive Distance Education Alliance (IDEA), is a collaborative effort of universities in six states. The first students were admitted in the Fall 2006 and ten students have completed the program through TTU. Additionally, participation in the Great Plains IDEA generates significant revenue for the FCSE Program that offsets the limited overall operating budget.

FCSE also participates in the Texas FCS Distance Education Alliance, a consortium of Texas universities offering online teacher certification courses for both graduate and undergraduate students. Given the limited number of FCSE graduate programs available in Texas and other states, both distance education initiatives offer significant potential for program growth.

The most pressing need of the FCSE graduate program is the addition of an additional tenure-track faculty position. This was a recommendation in the last graduate program review that occurred six years ago. The current number of graduate faculty members (3) is only marginally sufficient to sustain current enrollment in the Ph.D. program (23 students enrolled, 2 applications pending), the M.S. and/or post-baccalaureate teacher certification programs (9 students enrolled), and the M.S. online program offered through Great Plains IDEA (5 students enrolled, 8 applications are pending). The addition of a fourth graduate faculty member will allow FCSE to serve current students more effectively. Several requests for a new faculty line has been made over the last six years. The potential for growth of FCSE graduate programs will be unrealized without additional graduate faculty.

Another recommendation from the previous program review was to develop a handbook for the graduate program, especially the doctoral program. While this was not accomplished, students in the doctoral program do have access to a shared folder in Dropbox. This folder contains advising materials and other important resources. The folder is also used to store handouts and videos from defenses and symposiums when students are not able to attend. The handbook, once developed, would be stored in this folder.

The identification by the Department of Labor of teaching as a high-growth, high-demand profession documents the need not only for more classroom teachers, but also for more teacher education professionals with advanced degrees. Additionally, FCSE was added to the identified teacher shortage list for the state of Texas. These points support the need for recruitment of interested individuals with related bachelor degrees who could complete post-bac certification along with a master’s degree. Currently, faculty time is limited for program recruitment. While
funds have been available recently from the college for recruitment, faculty have limited time for recruitment initiatives, visits, and follow-up. Graduate students have helped with recruitment, however, more efficient and successful strategies need to be explored.
VII. Appendices – should include, but not be limited to, the following:

A. Strategic Plan
B. Curriculum Map
C. 18 Characteristics for Doctoral Programs
D. Graduate Course Offerings
E. Graduate Student Handbook
F. Graduate Student Association(s)
G. Graduate Faculty 6-Year Resumes (obtained from digital measures)
H. GRE Revised General Test Scores
I. Crosslisted course syllabi
APPENDIX A
Family and Consumer Sciences Education Program
Strategic Plan

Mission Statement

The mission of the Family and Consumer Sciences Education program is to prepare individuals for professional positions in secondary schools, colleges and universities, extension education, and related areas, through quality teaching, research, and service.

Vision Statement

By 2020, the Family and Consumer Sciences Education program will be positioned as the nation's premier program in preparing the next generation of Family and Consumer Sciences professionals for leadership roles in a diverse, global society. To achieve this vision and continue program growth, FCSE requires additional resources, including scholarships and assistantships for graduate students and a 4th tenure-track faculty member to support the doctoral program, as recommended by the external reviewers in the 2008 Graduate Program review.

Key Messages about Family and Consumer Sciences Education:

2. We are the only doctoral program in the nation that is specific to FCSE.
3. In Texas, Tech is the only university specifically offering a master’s degree in FCSE.
4. Faculty in the program are very active professionally and respected leaders and researchers.
5. Online degree options are available for teachers and Extension professionals.
6. Scholarships are available for students in the graduate programs.

Graduate Program Overview:

The Ph.D. degree program is designed to prepare individuals for faculty positions in higher education and other professional leadership roles. A minimum of 53 semester credit hours is required beyond the master’s degree, exclusive for dissertation. The program includes an 18-hr. specialization in FCSE, a 15-hr. research component, an emphasis planned to meet individual career goals, and a dissertation based on original research.

The M.S. degree program is designed to prepare students for advancement in Family and Consumer Sciences Education careers. The thesis option (32 semester credit hours) requires 15 hours in FCSE, 3 hours in statistics, 2 hours of seminar, and 6 hours of thesis research. The non-thesis option (38 semester credit hours) requires 21 hours in FCSE. Students in either thesis or non-thesis options select additional courses, based on individual needs, and may complete a minor if desired.

Family & Consumer Sciences Education
The FCSE Program also participants in a fully online master’s program that is delivered jointly through the institutions participating in the Great Plains Interactive Distance Education Alliance (IDEA). Courses are offered over a three-year period, with the participating institutions sharing the teaching responsibilities for each course. The degree awarding institution is responsible for placement of students for practicum and internship experiences.

Option A is a 38- to 41-credit-hour program of study for students with a bachelor’s degree in a FCS Education content specialization or a related area who seek initial teacher certification or licensure in FCS Education. This includes 2-6 credit hours of practicum and 6-9 credit hours of student teaching (depending on certification requirements). Standards for teacher certification vary by state. Students are responsible for identifying and meeting requirements in the state where they want to be certified. This may include additional coursework, tests, or other requirements.

Option B is a 36-credit-hour program of study for professionals in FCS Education including certified teachers who seek professional development and career advancement. This program provides continuing education to maintain and sustain high quality FCS programs in middle and secondary school and other settings.

**FCSE Program Goals:**

1) Strengthen the graduate program, specifically the doctoral program, by ensuring that students continue to have qualified faculty to teach graduate courses and chair dissertation committees.

2) Recruit high quality graduate and undergraduate students to prepare them for leadership roles in teaching, teacher education, and Cooperative Extension. Each year, we would like to recruit 3-5 new doctoral students and 10-15 new master’s students, especially in the Great Plains IDEA Program. Attention will be paid to the diversity (ethnicity and gender) of the recruits.

3) Expand course offerings and research experiences of graduate students (e.g., adding a Qualitative Research course and continuing to incorporate Research Symposia for graduate students).

4) Seek additional outside funding opportunities to support graduate students and research.

5) Grow undergraduate and post-baccalaureate FCS teacher certification programs in order to meet the continuing strong demand for FCS teachers in Texas. Every department contributes to our graduates and several departments have certification options available. Introduced an Extension minor with the HS degree but would like to offer certification options with that major and discuss opportunities with the other departments. Three FCS certifications exist in Texas.

6) Continue to grow distance education offerings (including Great Plains IDEA and Extension Master’s degree options.)

Family & Consumer Sciences Education
7) Utilize resources effectively and efficiently (e.g., the Great Plains IDEA Master’s program is self-supporting and the potential exists to increase enrollment with current resources, therefore generating revenue that could be utilized for other purposes).

8) Continue to nurture our relationship and collaboration with the Curriculum Center on educational programs and projects.

9) Increase visibility at the state, national, and international levels.

10) Enhance our global connections by building and expanding opportunities for international relationships with graduates and Family and Consumer Sciences professionals around the world—planning a study tour for Summer 2016 to IFHE World Congress to be held in South Korea.

11) Maintain our historical reputation and highly regarded status as a leader in the field both within Texas and beyond.

12) Establish an alumni advisory board.

University Strategic Plan Priorities

FCSE Program Accomplishments 2013

Priority # 1- Increase Enrollment and Promote Student Success

- We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the state of Texas.

The following departmental activities and program initiatives have contributed to the growth and success of the department:

1) Faculty in the department recruit at national and regional academic meetings that are at least partially funded by the department.

2) FCSE participates in the Great Plains IDEA and the Texas Alliance. These innovative programs allow us to serve students that otherwise would be unable to attend traditional, on-campus classes.

3) The program created a new minor in FCSE targeted to undergraduate students in the Human Sciences major who are interested in FCS careers with Texas AgriLife Extension. This minor includes an internship and will allow other students to become aware of secondary teaching careers as well as extension careers. Some of these students might be interested in completing post-bac teacher certification and/or a master’s degree.

Priority # 2- Strengthen Academic Quality and Reputation

- We will attract and retain the best faculty in the country in order to enhance our teaching excellence and grow our number of nationally recognized programs.
Academic and professional excellence are demonstrated in the credentials of FCSE faculty, their ongoing dedication to teaching, and by the accomplishments of our students. The following items illustrate the FCSE program’s efforts to uphold and promote Strategic Priority 2:

1) FCSE faculty hold teaching certifications and/or licenses to teach secondary FCSE. These credentials are required for teacher preparation and all faculty and graduate students who supervision student teachers have secondary teaching experience as well as their certification and/or licenses. Maintaining these credentials is critical to the success of students as this program is an applied, professional field. One faculty member, Dr. Karen Alexander, passed the exam for the Certified Family and Consumer Sciences (CFCS) credential, a nationally recognized professional credential for FCS. This exam is also used for the content certification exam for the secondary teaching credential in Texas. Passing this exam is helpful for teacher preparation in the program. There was an 86% pass-rate on the AAFCS content exam and a 100% pass-rate on the Professional Pedagogy and Responsibilities (PPR) exam for the students completing the initial teacher preparation program.

2) Faculty teaching and student outcomes are improved when faculty are actively involved in the profession. All faculty and graduate students are active in numerous professional associations including the American Family and Consumer Sciences Association and the Association for Career and Technical Education.

3) The undergraduate program in FCSE is accredited, along with the College of Education, through the Council for Accreditation for Educator Preparation (CAEP). The most recent accreditation review was completed in Fall 2013. Accreditation standards serve as a guide for internal assessment while also demonstrating the academic excellence of our programs.

4) The FCSE Program Faculty regularly presents at state and national conferences. Dr. Roxie Godfrey, Assistant Professor and Sandra Duke, Graduate Research Assistant along with a team of other researcher attended the UNESCO International Conference in Paris, France.

5) The Curriculum Center for Family and Consumer Sciences is the only one in the nation that specializes in the development of teaching materials for the family and consumer sciences content area. The Curriculum Center is a trusted resource for educators, and brings positive recognition to the FCSE Program.

Priority # 3- Expand and Enhance Research and Creative Scholarship

- We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state’s economy and global competitiveness.

The FCSE Program strives to support research efforts of faculty and students through a variety of measures. Funding is provided to support faculty and student presentations at academic conferences. We encourage collaboration between faculty and students, and between faculty members both within and outside of our department. Degree programs include research-related requirements for students, and mentoring of student research is an ongoing activity for faculty. We support the goal of becoming a tier-one university by continuing to emphasize research.
productivity, including grant applications, research projects, publications, and the production of PhD students. This mindset is also demonstrated in the following accomplishments:

1) Dr. Karen Alexander in collaboration with Patti Rambo from the Curriculum Center continue to receive a large grant from the Texas Education Agency to oversee the implementation of the AchieveTexas College and Career Initiative. The grant was funded for 2012-13 for $460,000 and 2013-14 for $365,080. This grant supports faculty research time, two research associates, and one graduate research assistant.

2) Two graduate students, Cynthia Miller, doctoral student, and Shelliann Barnum, master’s student, received the Family and Consumer Sciences Education Graduate Student Fellowship, a prestigious national fellowship supporting graduate students who are completing research at the graduate level.

3) Dr. Roxie Godfrey and Dr. Karen Alexander oversee an ongoing undergraduate research project focused on collecting local administrator perceptions of secondary FCSE programs. One student presented a summary of the research at the Undergraduate Research Conference.

4) Faculty along with the Curriculum Center are editing an instructional teaching methods e-book specific to Family and Consumer Sciences Education. The e-book which will be published through the Curriculum Center has anticipated release date of January 2015.

One of the challenges faced by FCSE is the lack of federal funding readily available to our field of study. Therefore, greater reliance on more creative funding sources, including state funding and revenue from the Great Plains IDEA, is reflected in our funding data. Federal funding sources are continually monitored for potential collaboration opportunities.

Priority # 4- Further Outreach and Engagement

- We will expand our community outreach, promote higher education and continue to engage in partnerships in order to improve our communities and enrich our quality of life.

The FCSE Program continues to be actively engaged in the community; it is a natural extension of our areas of scholarship. Community engagement data is included in the department’s Annual Faculty Report because merit raises are impacted by engagement and service; we have found that Annual Faculty Reports are an efficient way to track community involvement. Although each year brings unique opportunities for community outreach, some activities are ongoing. For example, the AchieveTexas College and Career Initiative was involved in the planning and implementation of Poised to Lead: A Professional Growth Academy for School Counselors across the state providing 57 school counselors with sustained professional development over the year with a focus on understanding Career and Technical Education and the AchieveTexas College and Career Initiative. Other outreach activities are described below:

1) The teacher preparation program requires student teaching, and many students participate in service activities through their extracurricular student organizations, specifically the pre-professional section of AAFCS.

2) Faculty members serve in leadership positions for various professional associations.

3) Dr. Karen Alexander is a long-term, active member of the LISD Career and Technical Education Advisory Board.
4) Dr. Roxie Godfrey served as the Northwest District Chair for the Texas Affiliate of AAFCS.

5) Dr. Barbara Allison served as the student section advisor for the Texas Tech University Pre-Professional Section of AAFCS as well as the state adviser for student section of the Texas Affiliate.

6) Dr. Karen Alexander and Cynthia Miller, graduate research assistant, presented at the 2013 Engagement Scholarship Consortium Conference held on Texas Tech’s campus.

**Priority # 5- Increase and Maximize Resources**

- *We will increase funding for scholarships, professorships, and world-class facilities and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.*

As a program, our dedication to keeping student costs at a reasonable level are evident. Course fees are evaluated every semester, and course fees have not increased for several years. FCSE also has a strong scholarship program to offer our students; over $48,000 in undergraduate and graduate scholarships were awarded to FCSE students during the fall 2013 scholarship cycle.
APPENDIX B

Curriculum Map
# APPENDIX B Curriculum Map

<table>
<thead>
<tr>
<th>Texas Tech University Program Level - Curriculum Map</th>
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<tbody>
<tr>
<td><strong>SELECTED PROGRAM LEARNING OUTCOMES</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
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<td><strong>11/12/14</strong></td>
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<table>
<thead>
<tr>
<th>Degree Title: Ph.D. Family and Consumer Sciences Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Planned and implement effective classroom teaching in a higher education environment.</strong></td>
</tr>
<tr>
<td><strong>Develop appropriate assessment tools to evaluate student learning.</strong></td>
</tr>
<tr>
<td><strong>Utilize theory-based models of curriculum for application in educational settings and related areas.</strong></td>
</tr>
<tr>
<td><strong>Analyze current issues and trends that impact family and consumer sciences education.</strong></td>
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<tr>
<td><strong>Develop skills for conducting research in educational settings.</strong></td>
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<td>R</td>
<td>F</td>
<td>X</td>
<td>R</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 5311 Special Problems in Family and Consumer Sciences Education</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
</tr>
<tr>
<td>FCSE 5341 History and Philosophy of Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 5342 Adult and Continuing Education in Family and Consumer Sciences Education</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 5344 Internship in Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 5360 Special Topics in Family and Consumer Sciences Education</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
</tr>
<tr>
<td>FCSE 6307 Professional Issues in Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 6343 University Teaching in Human Sciences</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>FCSE 7000 Research</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
<tr>
<td>FCSE 8000 Doctor's Dissertation</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>X</td>
</tr>
</tbody>
</table>

Based on curriculum map from Norfolk State University. Distributed with permission by Alexei G. Matveev (agematveev@nsu.edu)

Family & Consumer Sciences Education
<table>
<thead>
<tr>
<th>Course Title</th>
<th>11/12/2014</th>
<th>Demonstrate effective teaching and assessment strategies for use with a variety of adolescent and adult audiences.</th>
<th>Develop content expertise in family and consumer sciences.</th>
<th>Analyze the role of the teacher in educational leadership.</th>
<th>Assess current issues and trends that have implications for public education.</th>
<th>Develop skills for conducting research in educational settings and applying research findings to professional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCSE 5118 Seminar</td>
<td>X</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>I</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5301 Administration in Family and Consumer Sciences Education</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5302 Curriculum Development in Family and Consumer Sciences Education</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5303 Evaluation in Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>I</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5304 Techniques of Research in Family and Consumer Sciences Education</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5307 Supervision in Family and Consumer Sciences Education</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5309 Career Preparation in Family and Consumer Sciences Education</td>
<td>X</td>
<td>R</td>
<td>F</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 6311 Special Problems in Family and Consumer Sciences Education</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5341 History and Philosophy of Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5342 Adult and Continuing Education in Family and Consumer Sciences Education</td>
<td>X</td>
<td>A</td>
<td>F</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5344 Internship in Family and Consumer Sciences Education</td>
<td>M</td>
<td>R</td>
<td>F</td>
<td>M</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 5350 Special Topics in Family and Consumer Sciences Education</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
<td>tbd</td>
<td>tbd</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 6000 Master's Thesis</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>FCSE 7000 Research</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
</tbody>
</table>
### APPENDIX C

18 Characteristics of Doctoral Programs

#### 18 Characteristics of Texas Public Doctoral Programs

<table>
<thead>
<tr>
<th>Programs included only if in existence 3 or more years. Program is defined at the 3-digit CIP code level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
</tr>
<tr>
<td>Family Sciences</td>
</tr>
</tbody>
</table>

#### Number of Degrees Per Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average, 2007-2008</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Graduate Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average, 1997-1999</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Average Time to Degree

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Starting 1997-1999</td>
<td>4.5</td>
<td>N/A</td>
<td>6.3</td>
</tr>
</tbody>
</table>

#### Employment Profile - (in field within one year of graduation)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Employed</td>
<td>2</td>
<td>100%</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Admissions Criteria

<table>
<thead>
<tr>
<th>Description of Admission Factors</th>
</tr>
</thead>
</table>

1. Graduate School Application
2. Official Transcripts
3. Official copy of the TOEFL scores (for international students)
4. GRE scores
5. Resume
6. Three letters of recommendation
7. Written statement
8. Writing Sample
9. Admission Interview

#### Percentage of Full-time Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled (handcount) for last three fall semesters.</td>
<td>14%</td>
<td>19%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Definition of Full-Time Student (FTS) is institutional by program.

#### Average Institutional Financial Support Provided

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled (handcount) for last three fall semesters.</td>
<td>1130.30</td>
<td>1135.70</td>
<td>849.02</td>
</tr>
</tbody>
</table>

Note: This number represents the weighted average monthly salary of all Research & Teaching Assistants and Graduate Part-Time Instructors.
<table>
<thead>
<tr>
<th>Percentage Full-time Students with Institutional Financial Support</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the prior year, the number of FTS with at least $1000 of annual support to the number of FTS.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Core Faculty&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of core faculty in the prior years</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<sup>a</sup>Core faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

<table>
<thead>
<tr>
<th>Student-Core Faculty Ratio</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty</td>
<td>2.2</td>
<td>2.2</td>
<td>4.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Faculty Publications</th>
<th>Calendar Year 2007</th>
<th>Calendar Year 2008</th>
<th>Calendar Year 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred Papers/Publications</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Books/Book Chapters</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Notices of Discoveries Filed/Patents</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Faculty External Grants</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year&lt;sup&gt;b&lt;/sup&gt;</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>b</sup>All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.

<table>
<thead>
<tr>
<th>Faculty Teaching Load</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of semester credit hours in organized teaching course taught per academic year by core faculty divided by the number of core faculty.</td>
<td>119</td>
<td>119</td>
<td>119</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Diversity</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core faculty by ethnicity (White, Black, Hispanic, other) and gender</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Diversity</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program.</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Date of Last External Review</td>
<td>2/19/2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of body and date of last program accreditation review, if applicable.</td>
<td>Not subject to accreditation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Publications/Presentations</th>
<th>Calendar Year 2007</th>
<th>Calendar Year 2008</th>
<th>Calendar Year 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Papers/Publications</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Chapters</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>External Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 5 or more years. Program is defined at the 8-digit CIP code level.

<table>
<thead>
<tr>
<th>Number of Degrees Per Year</th>
<th>FY 2008-2009</th>
<th>FY 2009-2010</th>
<th>FY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average, 2007-2009</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Graduate Rates

- Students Starting 1997-1999
- For each of the three most recent years, of the percent of first-year doctoral students who graduated within ten years.
- First-year doctoral students: Those students who have matriculated as doctoral students with a doctoral degree objective.

<table>
<thead>
<tr>
<th>Graduate Rates</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Average Time to Degree

- Students Starting 1997-1999
- For each of the three most recent years, average of the graduates' time to degree.

<table>
<thead>
<tr>
<th>Average Time to Degree</th>
<th>FY 2008-2009</th>
<th>FY 2009-2010</th>
<th>FY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>6.3</td>
<td>4.7</td>
<td></td>
</tr>
</tbody>
</table>

Employment Profile - (in field within one year of graduation)

- For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown.

<table>
<thead>
<tr>
<th>Employment Profile</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in Academia</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed as Post-Doctorates</td>
<td>2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Employed in Industry/Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed in Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Still seeking employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admissions Criteria

Description of Admission Factors

- Graduate School Application
- Official Transcripts
- Official copy of the TOEFL scores (for international students)
- GRE scores
- Resume
- Three letters of recommendation
- Written statement
- Writing Sample
- Admission Interview

http://www.depts.ttu.edu/hs/aps/fce/doctor.php

Percentage of Full-time Students

- FTSS /number students enrolled (headcount) for last three fall semesters.
- *Definition of Full Time Student (FTS) is institutional by program.

<table>
<thead>
<tr>
<th>Percentage of Full-time Students</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>13%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Average Institutional Financial Support Provided

- For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits).
- Note: This number represents the weighted average monthly salary of all Research & Teaching Assistants and Graduate Part-Time Instructors.

<table>
<thead>
<tr>
<th>Average Institutional Financial Support Provided</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1135.70</td>
<td>849.02</td>
<td></td>
</tr>
</tbody>
</table>
### Percentage Full-time Students with Institutional Financial Support

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

### Number of Core Faculty

Number of core faculty in the prior years

- Core faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Student-Core Faculty Ratio

For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>4.3</td>
<td>3.04</td>
<td></td>
</tr>
</tbody>
</table>

### Core Faculty Publications

For each of the three most recent calendar years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member.

<table>
<thead>
<tr>
<th></th>
<th>Calendar Year 2000</th>
<th>Calendar Year 2009</th>
<th>Calendar Year 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Papers/Publications</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Books/Book Chapters</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notices of Discoveries Filed/Patents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Faculty External Grants

For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year

- All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Core Faculty receiving external funds</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>$65,533</td>
<td></td>
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<tr>
<td>Total External Grant $</td>
<td>$250,000</td>
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</tbody>
</table>

### Faculty Teaching Load

Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>119</td>
<td>118</td>
<td></td>
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</tbody>
</table>

### Faculty Diversity

Core faculty by ethnicity (White, Black, Hispanic, other) and gender,

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Student Diversity

Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
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</table>

Family & Consumer Sciences Education
<table>
<thead>
<tr>
<th>Date of Last External Review</th>
<th>2/19/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Program Accreditation</td>
<td></td>
</tr>
<tr>
<td>Name of body and date of last program accreditation review, if applicable.</td>
<td></td>
</tr>
<tr>
<td>Student Publications/Presentations</td>
<td></td>
</tr>
<tr>
<td>For the three most recent calendar years, the number of discipline-related refereed papers/publications, juried creative/performace accomplishments, book chapters, books, and external presentations per year by student FTE</td>
<td></td>
</tr>
<tr>
<td>Refereed Papers/Publications</td>
<td></td>
</tr>
<tr>
<td>Calendar Year 2008</td>
<td>Calendar Year 2009</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Book Chapters</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>External Presentations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
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</table>
18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

<table>
<thead>
<tr>
<th>Human Sciences</th>
<th>Department</th>
<th>Family and Consumer Sciences Education</th>
<th>Doctoral Degree Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Degrees Per Year</th>
<th>FY 2010-2011</th>
<th>FY 2011-2012</th>
<th>FY 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Degrees Per Year</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Average, 2007-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For each of the three most recent years, the number of degrees awarded per academic year.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Rates</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Starting 1997-1999</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>For each of the three most recent years, of the percent of first-year doctoral students who graduated within ten years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*First-year doctoral students: Those students who have matriculated as doctoral students with a doctoral degree objective.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Time to Degree</th>
<th>FY 2010-2011</th>
<th>FY 2011-2012</th>
<th>FY 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Starting 1997-1999</td>
<td>0</td>
<td>6.03</td>
<td>7.0</td>
</tr>
<tr>
<td>For each of the three most recent years, average of the graduates’ time to degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*For each academic year, the time to degree is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment Profile: (in field within one year of graduation)</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in Academia</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Employed as Post-Doctorates</td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Employed in Industry/Professional</td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Employed in Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Still seeking employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions Criteria</th>
<th>Description of Admission Factors</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percentage of Full-time Students</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Full-time Students</td>
<td>25%</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>*Number of students enrolled (headcount) for last three fall semesters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Definition of Full Time Student (FTS) is institutional by program.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Institutional Financial Support Provided</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average institutional financial support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: This number represents the weighted average monthly salary of all research &amp; teaching assistants and graduate part-time instructors.</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Section</td>
<td>Fall 2010</td>
<td>Fall 2011</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Percentage Full-time Students with Institutional Financial Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the prior year, the number of FTS with at least $10000 of annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>support/the number of FTS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Core Faculty*</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of core faculty in the prior years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Core faculty: Full-time tenured and tenure-track faculty who teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Core Faculty Ratio</td>
<td>3.04</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>For each of the three most recent years, average of full-time student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>core faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty Publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For each of the three most recent calendar years, average of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of discipline-related refereed papers/publications, books/book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chapters, juried creative/performances accomplishments, and notices of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discoveries filed/patents issued per core faculty member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refereed Papers/Publications</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Books/Book Chapters</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notices of Discoveries Filed/Patents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Faculty External Grants</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>For each of the three most recent years, average of the number of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>core faculty receiving external funds, average external funds per</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faculty, and total external funds per program per academic year*</td>
<td>$300,000</td>
<td>$180,000</td>
<td>$138,078</td>
</tr>
<tr>
<td>All external funds received by core faculty from any source including</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>research grants, training grants, gifts from foundations, etc.,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reported as expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Core Faculty receiving external funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total External Grant $</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Teaching Load</td>
<td>118</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Total number of semester credit hours in organized teaching courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taught per academic year by core faculty divided by the number of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>core faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core faculty by ethnicity (White, Black, Hispanic, other) and gender;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Male 3</td>
<td>Male 2</td>
<td>Male 3</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender in program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Male 6</td>
<td>Male 12</td>
<td>Male 6</td>
</tr>
<tr>
<td>Black</td>
<td>Male 1</td>
<td>Male 1</td>
<td>Male 1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Male 1</td>
<td>Male 1</td>
<td>Male 1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Last External Review</td>
<td>2/19/2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Date of last formal external review. 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Six-year Texas Tech University Graduate Program Review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Program Accreditation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Name of body and date of last program accreditation review, if applicable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Publications/Presentations</th>
<th>Calendar Year 2010</th>
<th>Calendar Year 2011</th>
<th>Calendar Year 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 For the three most recent calendar years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refereed Papers/Publications</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Juried Creative/Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Chapters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Presentations</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Family & Consumer Sciences Education
APPENDIX D

Graduate Course Offerings

Our graduate course offerings are located at the following website: http://www.depts.ttu.edu/officialpublications/courses/FCSE.php.

FCSE 5118 Seminar. May be repeated for credit.

FCSE 5301 Administration in Family and Consumer Sciences Education
Administration of Family and Consumer Sciences Education programs with emphasis on leadership development in a variety of educational settings.

FCSE 5302 Curriculum Development in Family and Consumer Sciences Education.
Philosophy and development of curriculum for secondary schools, higher education, and extension programs.

FCSE 5303 Evaluation in Family and Consumer Sciences Education
Assessment of individual performance in all subject areas of family and consumer sciences. Includes development of instruments and interpretation of assessment data.

FCSE 5304 Techniques of Research in Family and Consumer Sciences Education.
Methods of research in family and consumer sciences, including interpretation and application of results.

FCSE 5307 Supervision in Family and Consumer Sciences Education
Methods and theories of supervision in family and consumer sciences educational settings.

FCSE 5309 Career Preparation in Family and Consumer Sciences Education
Teaching methods in occupational family and consumer sciences, including cooperative and laboratory programs.

FCSE 5311 Special Problems in Family and Consumer Sciences Education
May be repeated for credit.

FCSE 5341 History and Philosophy of Family and Consumer Sciences Education.
Historical, philosophical, and legislative bases of family and consumer sciences education. Consideration of current and future roles of family and consumer sciences in a variety of educational settings.

FCSE 5342 Adult and Continuing Education in Family and Consumer Sciences Education.
Development and administration of adult and continuing education programs in family and consumer sciences education.
**FCSE 5344** Internship in Family and Consumer Sciences Education  
Prerequisite: Consent of instructor. Supervised experiences in family and consumer sciences education.

**FCSE 5350** Special Topics in Family and Consumer Sciences Education  
Study of a specific topic relevant to family and consumer sciences education. May be repeated for credit (different topics) for maximum of 12 hours.

**FCSE 6307** Professional Issues in Family and Consumer Sciences Education  
Social, economic, and environmental issues affecting society and the response of family and consumer sciences education professionals.

**FCSE 6343** University Teaching in Human Sciences  
Analysis of the faculty role in higher education. Strategies for planning, implementing and evaluating instruction.

**FCSE 6000** Master’s Thesis

**FCSE 7000** Research

**FCSE 8000** Doctor’s Dissertation
APPENDIX E

Graduate Student Handbook

Our graduate student handbook is not yet in place, but will be based upon the Graduate School’s graduate student guidelines. Information on our doctoral program can be located at http://www.depts.ttu.edu/hs/fcse/doctor.php and information on the master’s degree can be located at http://www.depts.ttu.edu/hs/fcse/master.php. Faculty in the GPIDEA are developing a handbook for the master’s degree program. Review of the final draft has begun and the handbook should be available spring 2015.
APPENDIX F

Graduate Student Association(s)

Our department does not have a separate Graduate Student Association. Students are encouraged to join the student member section (undergraduates and graduates) of the American Association of Family and Consumer Sciences.
APPENDIX G

Graduate Faculty 6-Year Resumes
(obtained from digital measures)
Dr. Karen L. Alexander  
Texas Tech University  
(806) 742-3031  
karen.alexander@ttu.edu

Education and Post Graduate Training

Ph D, Ohio State University, 2000.  
Major: Human Development & Family Science, Secondary Teacher Education  
Dissertation Title: Prosocial Behaviors of Adolescents in Work and Family Life:  
Empathy and Conflict Resolution Strategies with Parents and Peers

MS, Ohio State University, 1997.  
Major: Family & Consumer Sciences Education  
Dissertation Title: Analysis of Empathy and Conflict Resolution Behavior of High  
School Work and Family Life Students

BS, Ohio State University, 1991.  
Major: Double Major: Home Economics Education and Home Economics Journalism

Academic and Professional Experience

Associate Professor for Family and Consumer Sciences Education, Texas Tech  
University, Lubbock, Texas, College of Human Sciences, Department of Applied  
and Professional Studies, (September 2010 - Present).

Assistant Professor for Family and Consumer Sciences Education, Texas Tech  
University, Lubbock, Texas, College of Human Sciences, Department of Applied  

TEACHING

Courses Taught

Texas Tech University
EDCI 5306, Seminar in C&I: Education in a Pluralistic Society, 2 courses.  
EDLL 5341, Literacy in Secondary Content Area Classrooms, 1 course.  
EDSP 5300, Exceptional Children and Youth: Exceptional Learners, 2 courses.  
EPSY 5333, Adolescent Learners, 1 course.  
FCSE 4000, FCS Alliance/Food Prep. Principles, 19 courses.  
FCSE 4306, Career Preparation in Family and Consumer Sciences, 2 courses.  
FCSE 4308, Research and Evaluation in Family and Consumer Sciences, 1 course.  
FCSE 5118, Seminar, 16 courses.  
FCSE 5307, Techniques of Supervision in Family and Consumer Sciences Education, 1  
course.

Family & Consumer Sciences Education
FCSE 5309, Career Education Programs in Family and Consumer Sciences, 7 courses.
FCSE 5311, Problems in FCSE: Teaching with Technology, 13 courses.
FCSE 5341, History and Philosophy of Family Consumer Sciences Education, 1 course.
FCSE 5344, Internship in Family and Consumer Sciences Education, 6 courses.
FCSE 5350, Special Topics in Family and Consumer Sciences Education, 4 courses.
FCSE 5355, Advanced Teaching Methods FCSE: Methods II, 2 courses.
FCSE 6000, Master's Thesis, 8 courses.
FCSE 6307, Professional Issues in Family and Consumer Sciences Education, 3 courses.
FCSE 7000, Research, 18 courses.
FCSE 8000, Doctor's Dissertation, 21 courses.
ID 4000, Individual Study, 3 courses.

**Directed Student Learning**

Ericka Hendrix, Dissertation Committee Chair, Family & Consumer Sciences. (August 2012 - Present).

Jodi Gonzalez, Dissertation Committee Chair, Family & Consumer Sciences. (August 2012 - Present).

Glen Poklikuha, Dissertation Committee Chair, Family & Consumer Sciences. (May 2012 - Present).

Brooke Stewart, Dissertation Committee Chair, Family & Consumer Sciences. (January 2012 - Present).

Jamie Hansard, Dissertation Committee Chair, Family & Consumer Sciences. (June 2011 - Present).


Justin Wade Redman, Dissertation Committee Chair, Family & Consumer Sciences. (May 2012 - May 2014).


Mary Olle, Dissertation Committee Chair, Family & Consumer Sciences. (December 2012).

Aneгля Boland, Qualifying Exam Committee Member, Family & Consumer Sciences. (November 2011).


Amber Ham, Other, Family & Consumer Sciences. (June 2011).

Lily Yong, Qualifying Exam Committee Member, Family & Consumer Sciences. (October 1, 2010).


**Teaching Awards and Honors**

Teaching Academy, Texas Tech University. (October 15, 2009).

**RESEARCH**

Family & Consumer Sciences Education
Published Intellectual Contributions

Journal Article, Academic Journal


Journal Article, Professional Journal


Presentations Given


Alexander, K. (Presenter & Author), Texas Career Education Conference, "MAXimizing Reading & Writing In CTE," Career and Technology Association of Texas, Houston, TX. (July 15, 2013).

Allison, B. (Presenter & Author), Alexander, K. (Presenter & Author), AAFCS 2013 Annual Conference, "Changing with the Times: How an FCS University Program is Meeting the Challenges of a New Era," American Association of Family & Consumer Sciences, Houston, TX. (June 2013).


Alexander, K. (Presenter & Author), Miller, C. L. (Presenter Only), Education Open Source, "MAXimizing Reading & Writing Integration with AchieveTexas Resources," Career and Technology Association of Texas, Austin, TX. (February 6, 2013).


Alexander, K. (Chair), Ambrose, W. (Presenter Only), Miller, R. (Presenter Only), Nelson, D. (Presenter Only), Randel, G. (Presenter Only), Harlan, M. (Presenter...


Khan, S. (Presenter & Author), Momcilovic, O. G. (Presenter & Author), Alexander, K. (Presenter & Author), American Association of Family and Consumer Sciences Family & Consumer Sciences Education


Alexander, K., Boot Camp for Colleges, "AchieveTexas: Providing for a Seamless Transition to Postsecondary Education," Career and Technology Association of Texas, Austin, TX. (February 2011).


Scott, J., Lin, S., Alexander, K., "Adolescents’ attitudes toward working with older adults: Students who studied the helping profession courses in Texas.,” Gerontological Society of American, New Orleans, LA. (November 2010).


Smith, A. (Presenter Only), Johnson, J. (Presenter Only), Alexander, K. (Presenter Only), TLTC's "So You Want to be a Professor" Series, "Panel Discussion: “Classroom Management: Tips from the Trenches”," TTU Teaching and Learning Center, TLTC, Main Library 151, TTU. (September 27, 2010).

Alexander, K. (Presenter & Author), American Association of Family and Consumer Sciences Annual Meeting, "Using the Public Policy Tool Kit to Influence a New Century of FCS-Related Legislation," American Association of Family and Consumer Sciences, Cleveland, OH. (June 24, 2010).


Alexander, K. (Presenter & Author), Cleveland, P. (Presenter & Author), Careers Conference, "College and Career Programs of Study for Secondary Education: Family & Consumer Sciences Education"
Perspectives from Alabama and Texas," Center on Education and Work, Madison, WI. (January 26, 2010).


Contracts, Grants and Sponsored Research

Grant


Alexander, K. (Co-Principal), Rambo, P. (Co-Principal), "Achieve Texas College and Career Initiative," Sponsored by Texas Education Agency, Department of Career and Technical Education, State, $184,000.00. (September 1, 2012 - September 30, 2013).


Alexander, K. (Principal), "Achieve Texas College and Career Initiative," Sponsored by Texas Education Agency, Department of Career and Technical Education, State, $300,000.00. (September 1, 2009 - November 30, 2010).

Alexander, K., "Ongoing Teacher professional Development Focused on Integration of Reading in the FCSE classroom," Sponsored by College of Human Sciences Research Initiative, Texas Tech University, $17,564.00.

Research in Progress

"AchieveTexas Best Practices Case Studies" (Writing Results)
Preparing detailed case studies highlighting successful implementation of the AchieveTexas College and Career Initiative.

"CTE Course Crosswalks with College and Career Readiness Standards" (On-Going)
Overseeing the development of 17 crosswalks highlighting the connections between the Career and Technical Education courses and the Texas College and Career
Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys.

"Integration of Reading in the FCSE Classroom" (Writing Results)
Continuation of an exploratory study addressing the integration of reading strategies in the Family and Consumer Sciences content. Working with 10 teachers with the MAX Reading approach to improve students' abilities to comprehend content.

"Family and Consumer Sciences Knowledge and Use of Reading and Writing Strategies" (On-Going)
Determine through self-report survey the knowledge and use of reading and writing strategies in the Family and Consumer Sciences classroom.

"Administrator Perceptions of Family and Consumer Science Programs" (On-Going)
Conducting a survey to high school administrators on their perceptions of current Family and Consumer Science programs.

Research Interests
true, Development and Implementation of Career Clusters and Career Pathways, Integration of Reading and Writing in FCS, and other professional develop issues of FCS teachers.

SERVICE

University Service

Committee Member, Teacher Education Council. (September 2011 - May 2013).

Committee Member, University Discipline Committee. (September 2011 - May 2012).

Committee Member, University Tenure Hearing Committee. (September 2011 - May 2012).

College Service

Committee Member, Curriculum Committee. (September 2011 - Present).

Committee Member, Teaching Effectiveness Committee. (October 2010 - May 2013).

Faculty Advisor, COHS Student Awards Banquet. (September 2005 - October 2012).

Committee Member, COHS Extension Faculty Search Committee. (May 2009 - July 2009).

**Department Service**

Degree Program Coordinator, Family and Consumer Sciences Education. (June 2011 - Present).

Degree Program Coordinator, Family and Consumer Sciences Education. (June 2011 - Present).

Degree Program Coordinator, Family and Consumer Sciences Education. (August 2007 - Present).


Committee Chair, Third-Year Review and Tenure Rubrics Committee. (January 2010 - October 2010).

**Professional Service**

Editorial Review Board Member, Journal of Family and Consumer Sciences Education. (June 2013 - Present).

Chairperson, Texas FCCLA Board of Directors, Austin, TX. (September 2012 - Present).


Committee Member, Effectiveness of Family and Consumer Sciences Education at the Secondary Level K-12 (public schools) Task Force. (January 2009 - Present).

Member, National Coalition for Family and Consumer Sciences Education. (2013 - 2015).


Officer, Secretary, National Association of Teacher Educators of Family and Consumer Sciences. (October 2010 - November 2012).
Member, Texas FCCLA Board of Directors, Austin, TX. (September 2010 - August 2012).

Committee Member, College and Career Readiness Statewide Taskforce, Austin, TX. (May 2011 - May 2012).

Committee Member, American Association for Family and Consumer Sciences. (2008 - 2011).


Public Service


Service/Performance Partnerships

14th Annual Engagement Scholarship Consortium, Program Delivery, Implementing the AchieveTexas College & Career Initiative, All. (October 2013).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Program Delivery, Overview to school counselors in the region, Texas. (February 2013).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Program Delivery, Overview to all local CTE teachers in Ft. Bend ISD., Texas. (August 2013).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Program Delivery, Overview to local CTE Leaders in the Leadership Academy, Texas. (June 2013).

College Counselor Conference, Program Delivery, College Counselors from around the state attend a session in Austin to provide an overview to College and Career Readiness, the AchieveTexas College and Career Initiative, and the resources available for educating future school counselors., Texas. (May 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Training for Counselors at Region III Educational Service Center in Victoria, Texas. (March 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Exhibit and Educational Session at the Texas School Counselors Conference, Texas. (February 2013).
Connecting Youth to College and Career Opportunities, Program Delivery, Training for Counselors at Region VIII Educational Service Center in Mt. Pleasant, Texas. (December 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Training for Counselors at Region I Educational Service Center in McAllen, Texas. (December 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Inservice for Tarrant County Community College counselors and administrators, Texas. (June 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Full-day inservice for district counselors and administrators, Texas. (September 2013).

Connecting Youth to College and Career Opportunities, Program Delivery, Training for Counselors and Administrators at Region III Educational Service Center in Victoria, Texas. (November 2013).

Connecting Youth to College and Career Opportunities PreConference, Program Delivery, Full-day preconference session at the Texas Career Conference, Texas. (July 2013).

Connecting Youth to College and Career Opportunities PreConference, Program Delivery, Exhibit and full-day preconference session at the Texas Directors of Guidance Conference, Texas. (September 2013).

MAXimizing Reading and Writing in CTE with AchieveTexas Resources, Program Delivery, Provided teacher inservice session on content literacy for Austin ISD CTE Teachers, Texas. (August 2013).

Poised To Lead: Professional School Counselor Academy, Engaged Research and Creative Activity, Program Delivery, Targeted, intensive professional development for school counselors. The Academy will last ten months and consists of two face-to-face sessions in Austin, online sessions in the spring, and completion of a professional growth project. Data will be collected on effectiveness and project outcomes., Texas. (October 2013 - Present).

Postsecondary School Counselor Educator Conference, Program Delivery, Counselor Educators from around the state were brought to Austin to provide an overview to College and Career Readiness, the AchieveTexas College and Career Initiative, and the resources available for educating future school counselors., Texas. (April 2013).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Engaged Instruction: Non-Credit, Program Delivery, Provide focused professional
development for Career and Technical Educators in contributing to a local culture of college and career readiness., Texas. (June 2012).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Connect 3 Conference, Engaged Instruction: Non-Credit, Program Delivery, Provide focused professional development for Career and Technical Educators in contributing to a local culture of college and career readiness., Texas. (June 2012).

AchieveTexas: Creating a Local Culture of College and Career Readiness, Judson ISD Professional Development for CTE Teachers, Engaged Instruction: Non-Credit, Program Delivery, Provide focused professional development for Career and Technical Educators in contributing to a local culture of college and career readiness., Texas. (August 2012).

Validation of College and Career Readiness Crosswalks, AchieveTexas TETN Presentation, Engaged Research and Creative Activity, the development of 17 crosswalks highlighting the connections between the Career and Technical Provided an overview to a project highlighting Career and Technical Education courses and the Texas College and Career Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners., Texas. (April 2012 - Present).

Validation of College and Career Readiness Crosswalks, Midwinter Conference for Family and Consumer Sciences, Engaged Research and Creative Activity, the development of 17 crosswalks highlighting the connections between the Career and Technical Provided an overview to a project highlighting Career and Technical Education courses and the Texas College and Career Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners., Texas. (January 2012 - Present).

Validation of College and Career Readiness Crosswalks, Open Source Conference for Career and Technical Education, Engaged Research and Creative Activity, the development of 17 crosswalks highlighting the connections between the Career and Technical Provided an overview to a project highlighting Career and Technical Education courses and the Texas College and Career Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners., Texas. (February 2012 - Present).

Validation of College and Career Readiness Crosswalks, Professional Development Conference for Family and Consumer Sciences Teachers, Engaged Research and Creative Activity, the development of 17 crosswalks highlighting the connections between the Career and Technical Provided an overview to a project highlighting Career and Technical Education courses and the Texas College and Career Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners., Texas. (February 2012 - Present).
Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners. Exhibited at conference to promote the AchieveTexas project and resources for teachers and counselors., Texas. (August 2012 - 2012).

Validation of College and Career Readiness Crosswalks, Texas Career Education Conference, Engaged Research and Creative Activity, the development of 17 crosswalks highlighting the connections between the Career and Technical Provided an overview to a project highlighting Career and Technical Education courses and the Texas College and Career Readiness Standards. The process includes work with expert panels, crosswalk preparation and review, and validation through surveys. Work benefits classroom teachers, local administrators, and postsecondary partners., Texas. (July 2012 - Present).

Service Awards and Honors

Service, Professional

Professional of the Year, Texas Affiliate of American Association of Family and Consumer Sciences. (February 17, 2012).

Outstanding Service Award, Career and Technology Association of Texas Area 1. (July 19, 2011).

Distinguished Alumni Award, Family, Career, and Community Leaders of America. (July 13, 2011).

GENERAL

Licensures and Certifications

Gender/Ethnic Expectations and Students Achievement Facilitator.

Lions-Quest Skills for Adolescents and Lion-Quest Skills for Action.

Certified Grants Specialist, National grant Writers Association. (June 2001 - Present).


Consulting

For Profit Organization, TeachSharp Professional Development, Local. (September 1, 2010 - December 2012).

Family & Consumer Sciences Education
For Profit Organization, Southern Educational Regional Board, Atlanta, GA. (June 12, 2012).

Professional Memberships

American Association of Family and Consumer Sciences.


Association for Career and Technical Education.

Association for Career and Technical Education Research.

Kappa Omicron Nu.

National Association of Teachers of Educators of Family and Consumer Sciences.

National FCCLA (Formerly FHA/HERO) Alumni and Associates.

Phi Kappa Phi.

Phi Upsilon Omicron.

The Ohio State University College of Human Ecology Alumni Association.

International Federation of Home Economics. (January 2012 - Present).


Development Activities Attended

Graduate Courses, "Technology in Education, Literacy in the Content Area," Texas Tech Graduate School, Lubbock, TX. (June 2013 - August 2013).

CURRICULUM VITAE

Barbara N. Allison  
Texas Tech University  
College of Human Sciences  
Family and Consumer Sciences Education  
Box 41162  
Lubbock, Texas 79409-1162  
Barbara.allison@ttu.edu

EDUCATION

Ph.D.  The Ohio State University (March, 1998)  
Department of Human Development and Family Science  
Concentrations: Family and Consumer Sciences Education/Teacher Preparation  
Dissertation: Identity Status and Parent-adolescent Conflict Among Early Adolescents

M.Ed.  Indiana University of Pennsylvania (August, 1977)  
Department of Home Economics Education  
Major: Home Economics Education

B.S.  Indiana University of Pennsylvania (May, 1972)  
Department of Home Economics Education  
Major: Home Economics Education

PROFESSIONAL EXPERIENCE

Positions

2013 – Present  Post Tenure Performance Review (Positive Evaluation)  
College of Human Sciences, Texas Tech University

2007 – Present  Associate Professor (with Tenure)  
Department of Applied and Professional Studies  
Texas Tech University

2005 – 2007  Associate Professor  
Department of Family and Consumer Sciences  
Illinois State University

Family & Consumer Sciences Education
2003 – 2005  
**Associate Professor (with Tenure)**  
Department of Family and Child Sciences  
State University

1997 – 2003  
**Assistant Professor**  
Department of Family and Child Sciences  
Florida State University

**PROFESSIONAL CERTIFICATION**

Certified Family Life Educator (CFLE) – National Council on Family Relations (Since 2000)

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

**Sept 2014**  
ACTE (Association for Career & Technical Education)  
*Best Practices and Innovations Conference*, Hyannis, MA

**Sept 2014**  
Teaching, Learning, & Professional Development Center, TTU  
*Understanding and Engaging Today’s College Students*, Educational Session

**July 2014**  
FCSTAT (Family & Consumer Sciences Teachers Assn. of Texas)  
*State Professional Development Conference*, Dallas, Texas

**April 2014**  
Webinar: *Conducting a Systematic Literature Review and Meta-analysis*  
National Council on Family Relations

**Nov 2013**  
Office of Research Services, *Cayuse Training*, TTU

**Oct 2013**  
TTU Ethics Center Session: *Paraphrasing, Quoting, & Plagiarism*.

**Sept 2013**  
ACTE (Association for Career & Technical Education)  
*Best Practices and Innovations Conference*, San Diego, CA

**Aug 2013**  
Teaching, Learning, & Professional Development Center, TTU  
*Blackboard 9.1 Training Sessions*

**July 2013**  
FCSTAT (Family & Consumer Sciences Teachers Assn. of Texas)  
*State Professional Development Conference*, Dallas, Texas

**Feb 2013**  
The 9th Annual Advancing Teaching and Learning Conference, TLPDC,  
“*Sparking Interest: Engaging Students in the Learning Process*”  
Dr. Peter Felten, Keynote Speaker.

**Mar 2012**  
Cross-Cultural Academic Advancement Center, TTU  
Family & Consumer Sciences Education
“Diversity Learning Workshop.” Dr. Elizabeth Trejos, Presenter.

Feb 2012  The 8th Annual Advancing Teaching and Learning Conference, TLPDC, "Evidence Based Teaching: Strategies for Motivating and Helping Students Learn.” Dr. Marilla Svinicki, Keynote Speaker.

Sept 2011  Texas Education Agency
Statewide Field Supervisor Basic Training Webinar
- Training for supervisors of student teachers in Texas

April 2011  Association of Supervision and Curriculum Development
Danielson Webinar: Align Teacher Online Professional Development Observation Results
- Training for supervisors of student teachers

April 2011  South Plains Tech Prep, South Plains College
- Wiki workshop and training in the use of Wiki’s in the classroom

Jan 2011  FCSTAT (Family & Consumer Sciences Teachers Assn. of Texas)
Midwinter Professional Development Conference, Austin, Texas

Aug-Dec 2010  Teaching, Learning, and Technology Center, Texas Tech University
Distance Education Training Courses (Blackboard)
- Blackboard Fundamentals
- Content-Learning Module Creation and Management
- Group Management and Selective Release
- Blackboard Grading Forms
- Managing Students and Using the Grade Book
- Creating and Managing Assessments
- Promoting Interaction in Online Courses

Workshops
- Understanding Interactions Among Diversity, Identity, Teaching and Learning (The 9th Annual John M. Burns Conference)
- Classroom Management: Tips from the Trenches
- Everything You Wanted to Know About Preparing an IRB Proposal

Jan 2010  FCSTAT (Family & Consumer Sciences Teachers Assn. of Texas)
Midwinter Professional Development Conference, Kerrville, Texas

June 2009  TESOL Academy, Improving Instruction for ELLs: Integrating the SIOP Model and Differentiated Strategies Into Classroom Instruction.
College of Charleston, Charleston, S.C.
INSTRUCTION

Texas Tech University

Coordinator, Family and Consumer Sciences Student Teaching Program (2011-Present)
- Create course syllabus for FCSE 4012: Student Teaching in FCSE (twice a year)
- Assign student teachers to cooperating teachers, schools and districts by completing all necessary paperwork required for each student teacher & district
- Oversee assignments and responsibilities of university supervisors, cooperating teachers, and student teachers
- Communicate with Cooperating Teachers regarding student teacher assignments
- Organize Student Teacher Seminars twice a year (March & October); arranging for guest speakers, making arrangements for lunch and overseeing student teacher presentations to FCS classes
- Organize Student Teacher Orientation meetings twice a year (May & December)
- Prepare Student Teaching Handbook and Cooperating Teacher Handbook (twice a year prior to Student Teaching), compiling and revising as necessary
- Prepare University Supervisor Handbook, revising as necessary
- Complete paperwork and forms as required by the College of Education
- Organize student teacher “End of Year” dinner for cooperating teachers, university supervisors, and student teachers
- Attend College of Education meetings as necessary
- Supervise student teachers (local and long distance when needed)

FCS Teacher Educator
- Contributed FCSE program and course information for the 2013 NCATE Institutional Report, College of Education, TTU
- Serve as FCSE Representative on the Teacher Education Council, COE
- Participate in FCSE graduate student Symposiums
- Participate in Texas FCS Teacher Educator and Alliance meetings
- Participate in Great Plains Interactive Distance Education Alliance through the teaching of courses and attendance at meetings
- Advise and mentor students and student teachers
- Supervise and coordinate field experiences for undergraduate classes
- Organize student participation in FCS professional development activities
- Nominator: Outstanding Student in FCSE Program for the Donna Culliton Memorial Scholarship, State-Wide Competition, AAFCS – Texas Affiliate
  2012– 2013: Sandra Duke (Scholarship Awarded)
  2013– 2014: Kelli Pittcock (Scholarship Awarded)
- Nominator: Jewell L. Taylor National Undergraduate Scholarship awarded to only one student nationwide who is enrolled in an FCS program & demonstrates leadership
  2014-2015: Kelli Pittcock ($5,000. Scholarship Awarded)
Instructor: Graduate Courses

(Online Summer 2011, Spring 2014)
FCSE 5311  *Problems in Family and Consumer Sciences Education* (2008 – 2013)
FCSE 6343  *University Teaching in Human Sciences* (2007 - 2014)

*On-line course offered through the Great Plains Interactive Distance Education Alliance


Instructor: Undergraduate Courses


Graduate Supervision (Graduate Faculty, September 2007)

Doctoral Advisor:  Sandra Duke (graduated August 2014)
Liz Roush (doctoral candidate / completing dissertation)
Lily Yong (graduated December 2012)

Doctoral Dissertation Committee:
Wade Redman (Ph.D. granted 2014)
Sansanee Kiatkiri (Ph.D. granted 2014)
Shannon Owens (Ph.D. granted 2013)
Mary Olle (Ph.D. granted 2012)
Matthew Geddie (Ph.D. granted 2011)
Hak-Seon Kim (Ph.D. granted 2010)
Letitia Killman (Ph.D. granted 2009)
Angelina Bencomo
Jodi Gonzalez
Jamie Hansard

Family & Consumer Sciences Education
Glen Poklikuha

Mike Taylor

David Wilder

Graduate Dean’s Representative  Stephanie Bae (Ph.D. granted 2013)

Master’s Thesis Committees: Shelli Barnum (M.S. granted 2014)

PUBLICATIONS

Peer-Reviewed Journal Articles


**Book Chapters**


**GRANTS**

**2013 - 2014**  **Barbara Allison**  
Faculty Diversity Development Grant  
Division of Institutional Diversity, Equity, and Community Engagement  
Texas Tech University ($2,000.00) (Not funded)  
*An Analysis of Effective Instructional Strategies Employed by Teachers In Culturally and Linguistically Diverse Classrooms in Texas*

**2012 – 2013**  **Karen Alexander, Barbara Allison & Patti Rambo**  
Internal Grant to Advance Scholarship in the Creative Arts, Humanities and Social Sciences  
E-Book Project: *Teaching Family and Consumer Sciences in the 21st Century*. Texas Tech University ($20,000) (Not Funded)

**2009 – 2010**  **Barbara Allison**  
Research Grant, College of Human Sciences  
Texas Tech University, ($2,500)  
*The preparation of pre-service teachers for the challenges of multicultural education*

**2008 - 2009**  **Barbara Allison**  
Research Seed Grant (Phase 2), College of Human Sciences, Texas Tech University, ($5,000)  
*Effective instructional strategies and classroom practices in multicultural and multilingual secondary school classrooms*

**2007 - 2008**  **Barbara Allison**  
Research Seed Grant (Phase 1), College of Human Sciences, Texas Tech University, ($4,500)
Effective instructional strategies and classroom practices in multicultural and multilingual secondary school classrooms.

2007 – 2008 **Barbara Allison**
Research Start-Up Package, Texas Tech University, ($23,652)

PRESENTATIONS

**International**


**National**


and consumer sciences student teachers’ level of self-efficacy for technology integration. Poster presentation given at the 2013 Career and Technical Education Research and Professional Development Conference, Las Vegas, NV.


Bencomo, A., Yong, L., & Allison, B. (2011, June). Culture and learning style preferences: Strategies to link all students, all cultures. Educational session presented at the American Association of Family and Consumer Sciences 102nd Annual Conference, Phoenix, AZ.


the Texas Association of Family and Consumer Sciences Annual Meeting, Austin, TX.

**University**

Kim, H.-S., Lee, S., Huffman, L., Yuan, J., & Allison, B. (2010, April). *College students’ nutrition knowledge, beliefs, and health behaviors*. 9th Annual Graduate Research Poster Competition, Texas Tech University Graduate School, Lubbock, TX

**PROFESSIONAL SERVICE**

**National**

2014 – 2016  
Member, *By Laws Committee*, Council of Administrators in Family and Consumer Sciences.

2014 – 2015  
Reviewer, *Journal of Family and Consumer Sciences Education*

2013-present  
Secretary, *Great Plains Interactive Distance Education Alliance*  
Family and Consumer Sciences Education Program

2010 – 2013  
Member, *Ethics Committee*, American Association of Family and Consumer Sciences

2012 – 2013  
Reviewer, *Journal of Family and Consumer Sciences Education*

2012 - 2013  
Conference Assistant, Promotion and Information Booth, American Association of Family & Consumer Sciences Annual Conference, Houston, TX and Indianapolis, IN

2011 – 2012  
Reviewer, *Journal of Child and Family Studies*

2010 – 2012  
Reviewer, *Journal of Family and Consumer Sciences Education*

2007 – 2011  
Reviewer, *Journal of Family and Consumer Sciences*

2007 - 2011  
Reviewer, *Family and Consumer Sciences Research Journal*

**State of Texas**

2014-Present  
Secretary, Texas Alliance of FCS Teacher Educators

2013–Present  
Student Unit Advisor, American Association of Family & Consumer Family & Consumer Sciences Education
Family & Consumer Sciences Education

2010-Present

- FCCLA (Family, Career & Community Leaders of America), Region 1 Proficiency Events Coordinator for Texas Tech Student Judges

2011 (January)

- Conference Facilitator for *Motivating Middle School Students* session
  Family & Consumer Sciences Teachers Association of Texas
  2011 Midwinter Professional Development Conference, Austin, TX.

2010 (March)

- Registration Committee, 92nd Annual Meeting
  Texas Association of Family and Consumer Sciences

2009 – 2010

- Alternate Senator, Texas Affiliate
  American Association for Family and Consumer Sciences

2008 – 2009

- Chair, Northwest District
  Texas Association of Family and Consumer Sciences

**Texas Tech University**

2013-Present

- Representative, Teacher Education Council, College of Education
  Family and Consumer Education Program

Spring 2013

- Graduate School Representative (2 Dissertation Defenses)

2011 – 2014

- Member, University Bookstore Advisory Committee

2010 – 2012

- Faculty Panelist, TEACH Program Final Review Session
  Teaching, Learning, and Technology Center

2009 – 2011

- Member, University Library Committee

**College of Human Sciences**

Fall 2014

- Member, Promotion & Tenure Committee (S. Dodd)

2011-Present

- Advisor, Pre/Professional Graduate Student Unit Section,
  American Association of Family and Consumer Sciences
  - Register organization as a Student Organization on the TTU campus
  - Obtain funding through the TTU Student Government Association (2011-present)
  - Attend advisor’s training sessions on campus (Risk-Management & Funding)
  - Arrange student travel to state and national conferences
  - Work with officers to plan meetings and organize fundraising events
  - Oversee funds and maintain bank account
  - Process applications for membership

Family & Consumer Sciences Education
2011-Present  Member, Teaching Effectiveness Committee
Spring 2013 Chair, 3rd year review committee (Sarah Dodd)
Spring 2013 Member, 3rd year review committee (Ann Prouty)
2012 – 2013 Member, Promotion & Tenure Committee (S. Houston & D. Smith)
2008 - 2011 Member, Promotion & Tenure Committee
2009 – 2010 Member, Graduate Faculty Membership Committee
2007 - 2009 Member, Teaching Effectiveness Committee
Fall 2009 Graduate School Representative, Dissertation Defense

Department of Applied and Professional Studies
2010 – 2011 Member, Third-Year Review Policy Committee
2010 – 2011 Member, Promotion & Tenure Review Policy Committee
2009 – 2011 FCSE Representative, Personnel Committee
2009 - 2012 Department Liaison for the FCSE Scholarships
2009 - 2011 Member, Third-Year Review Committee

Family and Consumer Sciences Education Program
2013 - Present Member, TTU Family and Consumer Sciences Advisory Committee
2012 - 2013 Department Liaison for the FCSE Scholarships
2010 - Present Member, Family and Consumer Sciences Advisory Committee
     Lubbock Independent School District
2011 - 2012 Chair, Search Committee, FCS Faculty Position

FCS EDUCATION PROGRAM REPRESENTATIVE

Texas Tech University

November, 2009 Texas Family, Career and Community Leaders of America
     Region 1 FCCLA Executive Council Meeting, Lubbock, Texas

Family & Consumer Sciences Education
November, 2009  National Council on Family Relations Annual Conference, San Francisco, CA. Represented the Great Plains Interactive Distance Education Alliance and Texas Tech University

March, 2009  Florida and Georgia Association of Family and Consumer Sciences Joint Meeting, Savannah, GA. Represented the Great Plains Interactive Distance Education Alliance and Texas Tech University

February, 2008  Texas Family, Career and Community Leaders of America Region I FCCLA Star Events, Lubbock Texas

PROFESSIONAL MEMBERSHIPS

National Council on Family Relations
American Association of Family and Consumer Sciences
National Association of Teacher Educators of Family and Consumer Sciences
Association for Career and Technical Education
Association for Supervision and Curriculum Development
Council of Administrators of Family and Consumer Sciences
Family and Consumer Sciences Education Association
Family and Consumer Sciences Teacher Association of Texas (FCSTAT)
Texas Association of Family and Consumer Sciences
Teaching of English to Speakers of Other Languages (TESOL)
Phi Delta Kappa International

MEMBERSHIP IN HONOR SOCIETIES

Kappa Omicron Nu
VITA  
(2008-2014)  

Anna Sue C. Couch  
College of Human Sciences  
Box 41210  
Texas Tech University  
Lubbock, Texas  79409-1210  
sue.couch@ttu.edu  
806-742-3031  

Educational Background  

Ed.D.  University of Kentucky  1978  Education  
M.S.  University of Kentucky  1976  Home Economics Education  
B.S.  University of Kentucky  1959  Home Economics Education  

Employment  

2011-Present  Professor Emeritus, Family and Consumer Sciences Education, College of Human Sciences, Texas Tech University  
2008-2011  Professor and Program Director, Family and Consumer Sciences Education, College of Human Sciences, Texas Tech University  

Refereed Publications  


Zhong, Y., & Couch, S. The role of hospitality education in the career advancement of women in the hospitality industry: A content analysis of responses from students, educators and industry recruiters. Manuscript accepted for publication in Journal of Hospitality Tourism and Education.  


Family & Consumer Sciences Education

Books and Book Chapters


Presentations


Graduate Courses Taught

FCSE 5301 Administration in Family and Consumer Sciences Education (in class and online)

FCSE 5304 Research in Family and Consumer Sciences Education (in class and online)

FCSE 5341 History and Philosophy of Family and Consumer Sciences Education (in class and online)
**Dissertation Committees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Olle</td>
<td>Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Nancy Shepherd</td>
<td>Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Jodi Walker</td>
<td>Ph.D.</td>
<td>2012</td>
</tr>
<tr>
<td>Matthew Geddie (Chair)</td>
<td>Ph.D.</td>
<td>2011</td>
</tr>
<tr>
<td>Financial Planning Education for Young Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lily Yong</td>
<td>Ph.D.</td>
<td>2011</td>
</tr>
<tr>
<td>Financial Literacy of Teen Mothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larry Munger (Chair)</td>
<td>Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Reliability and Use of Functional Performance Tests in Athletic Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lori Rice-Spearman</td>
<td>Ph.D.</td>
<td>2010</td>
</tr>
<tr>
<td>Self-directed Learning Readiness of Clinical Laboratory Scientists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Dodd</td>
<td>Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Work and Family Interaction among Texas Agri-Life Extension Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letitia Killman</td>
<td>Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Special Education Competencies of Family and Consumer Sciences Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shun Tzu Lin</td>
<td>Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>High School Students’ Attitudes Toward Working with Older Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dan Poulsen</td>
<td>Ph.D.</td>
<td>2009</td>
</tr>
<tr>
<td>Assessment in Physical Therapy Educational Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Ramey</td>
<td>Ph.D.</td>
<td>2008</td>
</tr>
<tr>
<td>Characteristics of Millennial Generation College Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**College and University Service**

*College:*

- Applied and Professional Studies Executive Committee, 2008-2011
- Graduate Advisor, Family and Consumer Sciences Education, 1982-85; 2008-2011
- Teaching Effectiveness Committee, 2008-2011

Family & Consumer Sciences Education
University:

President’s Budget Working Group, 2010-2011
Ethics Initiative Steering Committee, 2008-2010
Teacher Education Council, 2008-2011
Teaching Academy, Executive Committee, 2009-2011
Faculty Grievance Panel, 2008

Professional Service

Family and Consumer Sciences Steering Committee, Great Plains Interactive Distance Education Alliance, Co-Chair, 2008-2011
Task Force, Texas Family and Consumer Sciences Distance Education Alliance, 2008-2011
Reviewer, *Journal of Family and Consumer Sciences Education*, 2008-present

Professional Memberships

American Association of Family and Consumer Sciences
American Association of University Women
Texas Association of Family and Consumer Sciences

October 2014
Roxie V. Godfrey, Ed.D.
Texas Tech University
College of Human Sciences
Family and Consumer Sciences Education
Box 41162
Lubbock, Texas 79409-1162
Roxie.godfrey@ttu.edu

EDUCATION
Ed. D. Regent University, Virginia Beach, Virginia (2005)
Major: Department of Education
Concentration: Distance Education
Dissertation: Teacher Concerns During Implementation of Instructional Management Systems and a Course Management Tool in a Public High School

M.Ed. Regent University, Virginia Beach, Virginia (May, 2005)
Department of Education
Major: Education

B.S. Texas Tech University, Lubbock, Texas (May, 1975)
College of Home Economics
Double Major: Home Economics Education and Home Management

CERTIFICATIONS
State of Virginia Teaching Licenses: Family and Consumer Sciences (2009 - 2014)
Certificate of Advanced Graduate Studies, Regent University, 2002
State of Texas Teaching License: Vocation Home Economics (Grades 6-12) 1975 - Life
Maryland Online: Quality Matters, 2009
ServSafe Certified Food Manager, Alexandria, VA 2006
Blackboard, Regent University, 2006
Teacher Cadet, Richmond, VA, 2005
Certificate of Advanced Graduate Studies, Regent University, 2002

PROFESSIONAL EXPERIENCE
Current Instructional and Administrative Responsibilities
Family & Consumer Sciences Education
June 2012 to present  
**Assistant Professor**  
Family and Consumer Sciences Education  
Texas Tech University

Primary Instructor  

Fall, 2014  
**FCSE 4000**, Family & Consumer Sciences Teacher Exam Preparation  
**FCSE 4308**, Research & Evaluation in Family & Consumer Sciences  
**FCSE 5341**, History & Philosophy of Family & Consumer Sciences Education  
  Online course requirement for FCSE Masters and Doctoral Program  
**FCSE 5341**, History & Philosophy of Family & Consumer Sciences Education  
  Online course requirement for GPIDEA FCSE Master’s Program

**Family & Consumer Sciences Education Advisory Board**  
- Created to develop a collaborative partnership to identify important issues and trends facing secondary FCS programs, TTU FCSE, and the Texas AgriLife Extension program  
- Represents a diverse group including five middle/secondary FCS educators, a Texas AgriLife Extension District Administrator, four County Extension Agents, a Career and Technical Education director, a Student Services Coordinator, a FCS Curriculum Director, three collegiate FCSE educators, two FCSE graduate students and three College of Human Sciences development officers

Summer, 2014  
**FCSE 5303**, Evaluation and Assessment in FCS Education Programs  
  Online course requirement for FCSE Masters and Doctoral Program  
**FCSE 5303**, Evaluation and Assessment in FCS Education Programs  
  Online course requirement for GPIDEA FCSE Master’s Program

Spring, 2014  
**FCSE 4012**, Student Teaching in Family and Consumer Sciences  
  Supervisor-Six Student Teachers  
  Abernathy High School, Abernathy, TX (1)  
  Coronado High School, Lubbock, TX (2)  
  Lubbock High School, Lubbock, TX (1)  
  Slaton High School, Slaton, TX (1)  
  Sudan High School, Sudan, TX (1)  
**FCSE 5311**, Problems in FCSE, Independent Study Course for Masters International Student (Saudi Arabia)  
  Graduate Advisor, International student

Fall, 2013  
**FCSE 4308**, Research & Evaluation in Family & Consumer Sciences  
**FCSE 5307**, Techniques of Supervision in Family & Consumer Sciences Education  
  Family & Consumer Sciences Education
Online course requirement for FCSE Masters & Doctoral Program

FHSE 5307, Techniques of Supervision in Family & Consumer Sciences Education
Online course requirement for GPIDEA FCSE Master’s Program

Summer, 2013

FHSE 5303, Evaluation and Assessment in FCS Education Programs
Online course requirement for FCSE Masters and Doctoral Program
FHSE 5303, Evaluation and Assessment in FCS Education Programs
Online course requirement for GPIDEA FCSE Master’s Program

Spring, 2013

FHSE 4012, Student Teaching in Family & Consumer Sciences
Supervisor- Three Student Teachers
Cooper High School, Lubbock, TX
Nimitz High School, Irving, TX
Wall High School, Wall, TX

Fall, 2012

FHSE 4308, Research and Evaluation in FCS Education Programs

Summer, 2012

FHSE 5350, Special Topics in FCSE: FCCLA
Online course for FCSE Masters, and Doctoral Program Online course requirement in Great Plains Interactive Distance Education Alliance FCSE Master’s Program
FHSE 5350, Special Topics in FCSE: FCCLA
Online course requirement for the Great Plains Interactive Distance Education Alliance FCSE Master’s Program

Graduate Faculty
Doctoral Committee

Nancy Shepherd  Student and Teacher Outcomes of a Family & Consumer Sciences Experiential Curriculum Delivered in a Traveling Trunk: A Mixed Methods Study (Ph.D. granted 2013)
LaToya Johnson  Exploring the Self-Efficacy of Family & Consumer Sciences, Proposal presented February 17, 2014
Dave Wilder
Sherry Loving

Master’s Thesis Committee:
Shelli Barnum  The Value of Family and Consumer Sciences in the Public School Curriculum, --Granted MS., 2014

PREVIOUS PROFESSIONAL EXPERIENCE

Family & Consumer Sciences Education
2010-2012  Family and Consumer Sciences Teacher, FCCLA Chapter Adviser, Senior Sponsor, Student Teacher Cooperating Teacher Lorenzo High School – Lorenzo, Texas

2007-2009  Department Chair, Career and Technical Education Department. Mt. Vernon High School, Fairfax County Public Schools – Alexandria, VA.

March 2008  Virginia State Curriculum Developer Virginia Department of Education – Richmond, VA.


2005 - 2009  Regent University, Adjunct Faculty, Washington, D.C. Campus EFND 506, Classroom Management and Instructional Strategies Hybrid Course – Elementary Licensure Program EMTP 503, Classroom Management and Character Education Hybrid Course – Career Switcher Program; GSAS 550, Technology in Education

1994-2009  Family & Consumer Sciences Teacher, Fairfax County Public Schools – Alexandria, VA


1994 – 1997  Family and Consumer Sciences Teacher Sandburg Middle School – Alexandria, VA.


1975 – 1976  Pre-Employment Interior Design Teacher, developed curriculum Paschal High School, Ft. Worth ISD – Fort Worth, TX.
Sponsored Research

- "Illiteracy, Education, and Community Development in Africa" (On-Going)
  - This research project is building of literacy and technical/vocational skills within a mentorship model forged with special populations, industry partnerships, and community engagement, paying particular attention to female school dropouts who are currently young women with entrepreneurial aspirations. Mobile and eLearning.

Unfunded Internal, External Grant Proposals Submitted at Texas Tech University
International Federation for Home Economics (IFHE) Project Grant, $4,000.00 Principle Investigator – Godfrey R. - Global Perspectives on mLearning in Home Economics/FCS Higher Education Programs. $4,000.00, Submitted October, 2012, not funded.
The Ralph E. Power Junior Faculty enhancement Awards (ORAU), $5,000.00, Submitted January 2014, not funded.

CURRENT RESEARCH
September 2014-current
“Mobile Phone Practices and Policies in Texas”
Study will identify mobile phone practices and policies in school districts in Texas with Family & Consumer Sciences programs, in process.

May, 2012-current
"Global Perspectives on Mobile Learning in Home Economics/Family and Consumer Sciences Higher Education Programs", in process.

September, 2010-current
"Administrator Perceptions of Family and Consumer Science Programs" (On-Going)—Survey-- High School Administrators and Perceptions of Current Family and Consumer Science Programs, in progress.

REFEREED, PEER REVIEWED ARTICLES
* Denotes manuscript written with graduate student


BOOK CHAPTERS


MANUSCRIPTS IN PROCESS

Family & Consumer Sciences Education
OTHER WORKS (RESEARCH POSTER)

OTHER PUBLICATIONS


PRESENTATIONS AND OTHER SCHOLARLY ACTIVITY
INTERNATIONAL PRESENTATIONS ACCEPTED BY BLIND REVIEW


NATIONAL PRESENTATIONS ACCEPTED BY BLIND REVIEW
Godfrey, R. Allison, B., Alexander, K., Bergh K., Borrr, M., DeBates, D., Moser, Sheree. (Authors, Presenters). “Sustaining the Profession through Distance Education”. Educational Presentation. Proposal accepted to present at American Association of Family & Consumer Sciences Education


REGIONAL/STATE/LOCAL PRESENTATIONS


OUTREACH AND ENGAGEMENT SERVICE
ACADEMIC AND PROFESSIONAL SERVICE PROFESSION
International Federation for Home Economics (IFHE)
Council Meeting, Sligo Ireland, voting delegate, July 2010.
Member IFHE Programme Committee Home Economics Policies in Education and Training international Federation for Home Economics, 2012 to present
(IFHE) Partnerships for Home Economics Disaster Assistance
   IFHE World Congress, Steering Committee, Melbourne Australia, July 2012 – Present.
   Secretary, Council Meeting, London, Ontario, Canada, July 2014.

Applied Technology Judge/Chapter Advisor-Chaperone. Virginia FCCLA State Meeting.
   Virginia Beach, VA, 2008-09.
Applied Technology Judge/ University Student Chaperone. FCCLA Texas State Meeting, Dallas,
   TX, April 2013.
Member IFHE Programme Committee Home Economics Policies in Education and Training
   international Federation for Home Economics, 2012 to present.
Chaperone for university students. FCCLA National Cluster Meeting, Oklahoma City, OK,
   November 2012.

DEPARTMENT, COLLEGE, AND UNIVERSITY
Created TTU FCSE Advisory Board, 20 professionals from various communities (2014).
Team Member. Texas Tech University Transdiciplinary Research Academy: 2012-2013.
Member. Faculty Development Proposal Program, 2012-present.
Member. COHS Technology Committee 2012 –present.

COMMUNITY
Invited Group Facilitator. Imagine Lubbock Community Visioning Forum. Lubbock Chamber of
   Commerce, Lubbock, TX, 2012.
Little Dresses for Africa, organized service learning project with FCCLA member, 2011.
Crosbyton Nursing Home, organized student outreach and service learning project with FCCLA
   members, 2010.
South Plains Food Bank, organized and participated in service learning project with FCCLA
   members, 2010- 2011.
Breedlove Food, Inc., organized and participated with FCCLA members in fund-raising $250.00
   to assist with world hunger, 2010.

PROFESSIONAL ORGANIZATION PARTICIPATION
American Association of Family and Consumer Sciences*
   • National Member-Communities Coordinating Team
   • National Membership Committee
   • Chair-Digital Citizenship Community

American Association of Family and Consumer Sciences Texas Affiliate
   • Northwest District Chair

American Educational Research Association
Family and Consumer Sciences Teachers Association of Texas*
Family and Consumer Sciences Education Association
National Association for Teacher Educators of Family and Consumer Sciences
International Federation of Home Economics*

Family & Consumer Sciences Education
• Member of International Educational Committee

International Association for Mobile Learning
International Society for Technology in Education
* Regularly attends and participates in annual meeting.

HONORS AND AWARDS
Teacher of the Month. Lorenzo ISD, Lorenzo, TX, April 2010
Teacher of the Year, Virginia Association of Family & Consumer Sciences, 2009
Fairfax County Public Schools 15 years of Service, 2009
Teacher of the Year, Fairfax County Family & Consumer Sciences Education Association, 2005-2006
Marsha L. Rehm  
Associate Professor  

Department of Family and Child Sciences, #1491  
Florida State University  

mrehm@fsu.edu  

PROFESSIONAL EXPERIENCE  

Adjunct Professor, Family & Consumer Sciences Education, College of Human Sciences, Texas Tech University, Lubbock, Texas.  

Associate Professor, Department of Family and Child Sciences, College of Human Sciences, Florida State University, Tallahassee, Florida. December 1997—  

Associate Professor, School of Human Ecology, Tennessee Technological University, Cookeville, Tennessee. 1993 – 1995. (Assistant Professor, 1990 - 1993.)  


Assistant Professor, Division of Family Economics and Teacher Certification, University of Texas, Austin, Texas. August 1987-1990.  


EDUCATION  

University of Minnesota.  


North Dakota State University—B.S. May 1977.  

COURSES TAUGHT FOR TEXAS TECH UNIVERSITY (adjunct)  


Family & Consumer Sciences Education
TTU STUDENT DISSERTATION COMMITTEE MEMBER
Angelina Bencomo
Sandra Duke, PhD. earned Spring 14
Ericka Hendrix, Ph.D. earned Fall 2014
Cynthia Miller
Liz Roush

ARTICLES PUBLISHED IN PEER-REVIEWED JOURNALS and BOOK CHAPTERS


NOTE: Angelina Bencomo is a doctoral student at TTU.


Family & Consumer Sciences Education


Funded Grants


$450  University Travel Grant. (2008).


$450  University Travel Grant. (2007, 2008).

Unfunded:


$258, 335  Rehm, M.  Submitted 1/5/09. Called to STEM Purposes: Women’s Experiences and Relationships. NSF.

$141, 906  Darling, C., Cui, M., & Rehm, M.  Submitted 7/16/09. Overindulgent Parenting and Adolescent Well-Being. NIH

Presentations of Scholarly Research

National/International Presentations

Satisfaction in Current Economic Times. Presented at the International Federation of Home Economics 2012 World Congress, Melbourne, AUS.


Darling, C., Coccia, C., Rehm, M., Cui, M., & Sathe, S. (November 2010). Adolescent Health, Stress, and Life Satisfaction: The Paradox of Indulgent Parenting. Annual Meeting of the National Council on Family Relations, Minneapolis, MN.


PEER-REVIEWED CHAPTERS IN SCHOLARLY BOOKS


**RECENT LECTURES**

“Critical Science: Approach to FCS Curriculum” and “The Adventure of Getting Your Research Published.” Texas Tech University, Department of Applied and Professional Studies, Human Sciences, November 2009.


**REVIEWER**


**REVIEWER, SCHOLARLY WORKS**

*Journal of Family and Consumer Sciences Education*, 1994-present

*Journal of Family and Consumer Sciences*, 1987-1990

Reviewed for American Association of Family and Consumer Sciences presentations, Kappa Omicron Nu special editions, yearbooks, dissertation awards and abstracts for presentation at conferences at various times.

**RECOGNITIONS AND AWARDS**

Family and Consumer Sciences Research Journal, August 1, 2009 -
Associate Editor, FCSE
Board Member
Graduate Faculty Membership, Iowa State University, Family and Consumer Sciences Education and Studies), 2005-2011.
Invited as visiting summer professor in FSCE Leadership Academy at Iowa State University, Summer 2005

**PROFESSIONAL SOCIETIES**

- American Association of Family and Consumer Sciences (AAFCS)
  Journal Policy Committee, 1987-1990
- American Educational Research Association (AERA), Home Economics Research Special Interest Group, Secretary 1993-1994
- Florida Association of Family and Consumer Science (FAFCS)
  Scholarship Chair, PPG Advisor various years

Family & Consumer Sciences Education
- International Federation of Home Economics (IFHE)
- Kappa Omicron Nu
  National Association of Teacher Educators for Family and Consumer Sciences
  District C Secretary and Foundation Chair, 1991-1994
  Chair, College/University Subject Matter Section and Research Session, 1992-93;
  Chair, Home Economics Education Program, State Convention 1991

**RESEARCH SUPERVISION AT FSU**

Major Professor of students attaining graduate degrees:

- Linda Johnson, Ph.D. 2001
- Roberta Burton, Ph.D. 2002
- Lisa Lang, Ph.D. 2002
- Stephanie Greene, Ph.D. 2003
- Jade Olover, M.S. 2003
- Judith Samuel, Ph.D. 2005
- Kimberly Floyd, Ph.D. 2005
- Kimberly Gray Horton, Ph.D. 2006
- Christine Beam, M.S. 2006
- Kathleen Mills, 2009
- Yvonne Muhammad, 2009
- Jocelayna Howard, 2010
- Kay Keller, Ph.D., 2013

Serving on additional doctoral committees currently: Ethan Schwab, Brittny Martin, Lilburn Mills, Melyssa Murphy, Shirley Zahn

Advisor for Heather Ashley, M.S. expected December 2013.

**TEACHING AT FLORIDA STATE UNIVERSITY**

**Undergraduate:**
- Family Diversity, FAD 4265, Face-to-face and Online, 3 credits.
- Methods of Studying Children and Families, CHD 4630, 3 credits
- Lifespan Development (large lecture with online hybrid)
- Curriculum and Program Leadership, HEE 4300, 3 credits (newly redesigned)
- Methods of Teaching Family and Consumer Sciences, HEE 3103, 3 credits
  (Newly re-designed)
- Teaching Independent Living Skills, HEE 4171, 3 credits
- Educatve Processes, HEE 4054, 3 credits
- Methods of Developing Functional Programs, HEE 4343, 3 credits
- HEE 4905, Directed studies of various topics
- Program and Curriculum Leadership in FCS, HEE 4300, 3 credits (Newly re-designed)
- The Individual and the Family, FAD 2230, 3 credits
- Supervision of Student Teachers, HEE 4941, 12 credits
Graduate Courses:
  Qualitative Methods of Research, HEE 5934, 3 credits
  Program Development, HEE 5340, 3 credits
  Methods of Research, HEE 5915, 3 credits
  Qualitative Research Methods, Research Seminar, HEE 6936
  Methods and Media in Home Economics Education, HEE 5160, 3 credits
  Readings/Home Economics Education, HEE 5900, 3 credits

COURSES TAUGHT AT INSTITUTIONS OTHER THAN FSU
Texas Tech University
  Graduate Online: Evaluation in Family and Consumer Sciences; Professional
  Issues in Family and Consumer Sciences Education

Michigan State University (During faculty exchange)
  Undergraduate: The Individual, Marriage, and the Family, Assisted with other courses.

Tennessee Technological University
  Undergraduate: Methods and Materials for Teaching; Seminar: Classroom Management;
  History and Philosophy of Vocational Education; Professional Orientation;
  Undergraduate Research Methods; Professional Integration and Application;
  Introduction to Teaching Vocational Home Economics; Curriculum and Instruction;
  Occupational Home Economics Education; Occupational Child Care; Special Problems;
  Student teaching supervision.

University of Texas
  Undergraduate: Secondary Education: Advanced Methods; Nutrition Education
  Methods; Foundations of Home Economics; Occupational Home Economics; Student
  teaching supervision.
  Graduate: Trends and Issues; Family Life Education.

University of Minnesota (as a graduate student)
  Undergraduate: Knowledge and Values in Home Economics; Curriculum and
  Instruction—Cognitive Learning; Curriculum and Instruction—Affective Learning;
  Student teaching supervision.
  Graduate: Foods and Nutrition Education; Computer Applications.

UNIVERSITY SERVICE
Florida State University
  University
    Liberal Studies Committee,
    Undergraduate Policy Committee, Gordon Rule, Oral Competency (OCCR), and
    Multicultural Subcommittees
    Teacher Education Advisory Committee (TEAC), ESOL Subcommittee
  College of Human Sciences
    Scholarship Committee, Chair, 2000-2002, 2003-2005
    Graduate Studies Committee, various years

Family & Consumer Sciences Education
Advisor, FSU Student Member Section, Florida Association of Family and Consumer Sciences, Fall 2000-Spring 2007
Department of Family and Child Sciences
Undergraduate Committee, 2008- present
Promotion, Tenure, and Evaluation Committee, March 2007-present
Executive Committee, 2000-2003, 2007
Master’s and Doctoral Directive Status, 1998-present
Co-director, Family Institute, Center for Family Services and Education, 1998-2002
Family and Consumer Sciences Education Program, Program Coordinator
General Human Sciences Coordinator
Scholarship Committee, 2005-

Tennessee Technological University
Outstanding Faculty Awards Committee
NCATE Review Committee
Parents Day
Chair of FHA events
Advisor, Student Section of THEA
Curriculum Development Committee
Honors night
Recruiting Events

University of Texas
Chair, Committee to Develop Core Course
Advisor, Student Section, Vocational Home Economics Teachers Association of Texas
Graduate Studies Committee, Department of Curriculum and Instruction
Division Curriculum and Human Subjects Review Committee
State Professional Improvement Conference for teachers

ADDITIONAL SERVICE & EDUCATIONAL PROJECTS
International
Invited to present 1-hour lecture on FCSE in the United States, National Standards, Program and Curriculum Profiles on June 28, 2008.

One-day workshop in Trinidad, to facilitate the development of a rationale by Trinidad and Tobago teachers for computers in home economics classrooms (March 1998).

Florida
Workshop at Florida Association of Family and Consumer Sciences, Annual Meeting, Recruiting Workshop (March 1999)

Workshop and Presentation at Florida Vocational Association, Annual Meeting of FCS Supervisors (November 1999).
Workshop at Florida Association of Family and Consumer Sciences Annual Meeting, Trinidad and Tobago Twinning (April 1998)

Recruiting presentations (various times).

**Ohio**


**Michigan**


**Tennessee**

CURRICULUM VITA

Academic/Professional Background

Name: Kimberlee Davis, Ph.D.  Title: Associate Professor

Educational Background:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>University</th>
<th>Major/Granting Organization</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dissertation Title: “Willingness-to-Pay for Financial Literacy Education in Texas Public Schools: A Contingent Valuation Method Study”</td>
</tr>
<tr>
<td>M. Ed.</td>
<td>1995</td>
<td>Texas Tech University</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>B. S.</td>
<td>1985</td>
<td>Texas State University</td>
<td>Home Economics - Consumer Sciences, Minor in Business Administration</td>
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University Experience:

<table>
<thead>
<tr>
<th>Position</th>
<th>University</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Associate Professor</td>
<td>Texas State University</td>
<td>2014 - Present</td>
</tr>
<tr>
<td>Assistant Director of Undergraduate Programs and Online Education</td>
<td>School of Family and Consumer Sciences</td>
<td></td>
</tr>
<tr>
<td>Faculty Adjunct</td>
<td>Texas Tech University Family and Consumer Sciences Education Program</td>
<td>2007 - Present</td>
</tr>
<tr>
<td>Assistant Professor &amp; Family and Consumer Sciences Teacher Education Coordinator</td>
<td>Texas State University School of Family and Consumer Sciences</td>
<td>2008 – 2014</td>
</tr>
<tr>
<td>Instructor &amp; Student Teaching Coordinator</td>
<td>Texas State University School of Family and Consumer Sciences</td>
<td>Family &amp; Consumer Sciences Education</td>
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</tbody>
</table>
Instructor & Student Teaching Coordinator  
Texas Tech University  
Family and Consumer Sciences Education Program  
2006 – 2007

Visiting Assistant Professor  
Texas Tech University  
Family and Consumer Sciences Education Program  
2005 – 2006

Instructor  
Texas Tech University  
Family and Consumer Sciences Education Program  
2003 – 2005

Research Assistant  
Texas Tech University  
Family and Consumer Sciences Education Program  
2002 – 2003

**Relevant Professional Experience:**

<table>
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<th>Position</th>
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<tbody>
<tr>
<td></td>
<td>Wolfforth, Texas</td>
<td></td>
</tr>
<tr>
<td>Director of Guidance and Counseling</td>
<td>Crosbyton ISD</td>
<td>1995 – 1998</td>
</tr>
<tr>
<td></td>
<td>Crosbyton, Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lubbock, Texas</td>
<td></td>
</tr>
<tr>
<td>National Sales Representative</td>
<td>CompuAdd, Inc.</td>
<td>1989 – 1990</td>
</tr>
<tr>
<td></td>
<td>Austin, Texas</td>
<td></td>
</tr>
<tr>
<td>Area Service Manager</td>
<td>Dillard’s Department Stores</td>
<td>1986 – 1989</td>
</tr>
<tr>
<td></td>
<td>Highland Mall, Austin, Texas</td>
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</tbody>
</table>

**Other Professional Credentials (licensure, certification, etc.):**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Major/Granting Organization</th>
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<tbody>
<tr>
<td>Sloan-C Online Teaching Certification</td>
<td>2014</td>
<td>The Sloan Consortium</td>
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<td>Texas State University Cohort</td>
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<tr>
<td>Mediation Certificate</td>
<td>2012</td>
<td>Texas State University</td>
</tr>
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<td>Family &amp; Consumer Sciences Education</td>
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</table>
Certified Personal and Family Finance Educator (CPFFE®) 2011 American Association of Family and Consumer Sciences

Accredited Financial Counselor (AFC®) 2004 Association Financial Counseling and Planning Education

National Certified Counselor (NCC™) 1998 National Board for Certified Counselors

Counselor (PK-12) 1995 Texas State Board of Education, Texas Teacher Certification

Information Processing Technology (6-12) 1993 Texas State Board of Education, Texas Teacher Certification

Secondary Business Administration (6-12) 1993 Texas State Board of Education, Texas Teacher Certification

Secondary Basic Business Education (6-12) 1991 Texas State Board of Education, Texas Teacher Certification

TEACHING

Courses Taught:

Texas State University
Undergraduate Courses

Consumer Sciences
CA 1341 Consumers in the Marketplace
CA 1347 Family and Personal Resource Management
CA 3342 Consumer Law
CA 4101 Special Problems
CA 4341 Counseling for Family Practitioners
CA 4342 Financial Counseling Practicum
FCS 4303 Research in Family and Consumer Sciences
FCS 4347 Family Policy

Teacher Education
FCS 4301 Internship in FCS
FCS 4681 FCS Principles and Process
Texas Tech University

Undergraduate Courses

FCSE 2102  Introduction to Family and Consumer Sciences
FCSE 3350  Special Topics in Family and Consumer Sciences: The Family as Consumers
FCSE 4302  Professional Applications in Family and Consumer Sciences Education: Teaching Methods
FCSE 4304  Instructional Management
FCSE 4306  Occupational Education in Family and Consumer Sciences
FCSE 4601  Student Teaching in FCSE

Graduate Courses

FCSE 5309  Occupational Education in Family and Consumer Sciences
FCSE 5350  Special Topics in Family and Consumer Sciences: The Family as Consumers

Graduate Theses/Dissertation or Exit Committees (if supervisor, please indicate):


Courses Prepared and Curriculum Development:

CA 4342 Financial Counseling Practicum (2009)

Funded External Teaching Grants and Contracts:


Other:

Program for Excellence in Teaching and Learning, Texas State University 2008-2009

SCHOLARLY/CREATIVE

Refereed Journal Articles:

Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating

Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating

H Index: 6

40-60% acceptance rate per journal editor
Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating

20-30% acceptance rate per journal editor

40-50% acceptance rate per journal editor
Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating

30-40% acceptance rate per journal editor


H Index: 6

Conference Proceedings

Refereed Conference Proceedings:


Non-refereed Articles:


Book Reviews:


Papers Presented at Professional Meetings:


Invited Talks, Lectures, and Presentations:

Family & Consumer Sciences Education
Presentations (Blind Reviewed):


*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

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*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

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*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

*Tier 1: School of Family and Consumer Sciences, Consumer Affairs Program Rating*

**Non-refereed Presentations:**


**Davis, K.** (August, 2010). *How do I Teach Counseling and Mental Health?*. Family & Consumer Sciences Texas Association of Texas, Tri-Cluster Professional Development Conference, Conference, Dallas, Texas.

**Davis, K.** (April, 2010). *Understanding the Literature: What do we know?* Texas Guaranteed Student Loan Corporation Annual Training Conference, Austin, Texas.


Davis, K. (October, 2008). *Credit and Your Credit Score.* Black Men United, Texas State University.


**Works “in process”**


**Grants and Contracts:**

Submitted, but not Funded, Internal Grants and Contracts:


Davis, K. (2008). *Responsible Use of Credit Cards by College Students.* Research Enhancement Grant, Texas State University, $8,000.

**Fellowships, Awards, Honors:**


**Service**

**University**

Texas State University Counsel (Provost/VPAA), 2014 - Present

Allies of Texas State University, 2012 – Present

College of Education, Teacher Education Council Representative, 2007 – Present

Family & Consumer Sciences Education
Family & Consumer Sciences Education

Davis, K. (November, 2011). *Personal finances and professionalism.* Jerry McKimmey, SOWK 4356, Texas State University - Presentation

Davis, K. (July, 2010). *Credit and your credit score.* Emerging Stars Programming, Texas State University - Presentation

Davis, K. (November, 2009). *Personal finances and professionalism.* Christine Norton, SOWK 4356, Texas State University - Presentation

Financial Counselor, Texas Tech University, Red to Black, 2002 – 2007

Financial Counselor, Texas Tech University, Early Head Start Program, 2002 – 2004

*Money Savvy Cats:*

Director, Money Savvy Cats, Texas State University, 2008 – Present


Davis, K. (September, 2013). MAC Title V Grant, Academic Coaches Training

Davis, K. (April, 2012). *How Credit Cards Really Work.* Texas State University – Money Savvy Cats, Campus wide presentation


Davis, K. (February, 2012). *Credit Score Basics.* Texas State University – Money Savvy Cats, Campus wide presentation


Davis, K. (October, 2011). *How Credit Cards Really Work.* Texas State University – Money Savvy Cats, Campus wide presentation

Davis, K. (September, 2011). *Why “Now” is the Important Time to Understand Your Credit Report.* Texas State University – Money Savvy Cats, Campus wide presentation

Davis, K. (March, 2011). *Credit score basics.* Texas State University – Money Savvy Cats, Campus wide presentation

Family & Consumer Sciences Education
Davis, K. (March, 2011). *How credit cards really work.* Texas State University – Money Savvy Cats, Campus wide presentation

Davis, K. (July, 2010). *Credit and your credit score.* Flowers Hall, Texas State University – Money Savvy Cats, Presentation

Davis, K. (October, 2009). *Credit and your credit score.* Arnold Hall, Texas State University – Money Savvy Cats, Presentation

Davis, K. (September, 2009). *Credit and your credit score.* Hornsby & Burleson Hall, Texas State University – Money Savvy Cats, Presentation

Davis, K. (September, 2009). *Credit and your credit score.* Retama Hall, Texas State University – Money Savvy Cats, Presentation


**School:**

Chair of Search Committee for Nutrition, Tenure Track Faculty Member, 2014-2015.

Curriculum Committee, 2010 - Present

Phi Upsilon Omicron, Chapter Financial Advisor, 2007 – Present

State of Texas, Family and Consumer Sciences Teacher Education and Certification Alliance Liaison, 2007 – Present

Chair of Search Committee for Fashion Merchandising, Tenure Track Faculty Member, 2013-14.

Scholarship Awards Committee, 2013-14

Consumer Advocates on Campus sponsored by Direct Selling Foundation Participating Texas State University Faculty Meeting, 2007

**Professional:**


Association for Financial Counseling and Planning Education, Reviewer of Annual Symposium Papers – Student Submissions, 2014


American Council on Consumer Interest, Education Committee Member, 2010-12

Family & Consumer Sciences Education
Tri-Cluster Professional Development Conference, Family and Consumer Sciences Teachers Association of Texas, Conference Staff, 2012


Achieve Texas Project, Career Cluster Vertical Alignment committee member, 2011

Association for Financial Counseling and Planning Education, Annual Conference Committee Member, Student Paper Section Chair, 2011

Tri-Cluster Professional Development Conference, Family and Consumer Sciences Teachers Association of Texas, Conference Staff, 2011


Mid-Winter Professional Development Conference, Family and Consumer Sciences Teachers Association of Texas, Conference Staff, 2010

Tri-Cluster Professional Development Conference, Family and Consumer Sciences Teachers Association of Texas, Conference Staff, 2010

Texas Association Family and Consumer Sciences, Vice President of Marketing, 2007-09

Association for Financial Counseling and Planning Education, Reviewer of Annual Conference Papers, 2009

American Association of Family and Consumer Sciences, Reviewer for Annual Dissertation Award, 2008

Association for Financial Counseling and Planning Education, Reviewer of Annual Conference Papers, 2008

Texas Association Family and Consumer Sciences, Financial Literacy Tasks Force Chair, 2007-08

Tri-Cluster Professional Development Conference, Texas Education Agency and Texas Tech University Curriculum Center for Family and Consumer Sciences, Conference Staff, 2008

**Membership in Professional Organizations:**

American Association for Family and Consumer Sciences, Member, 2001 - Present

American Council on Consumer Interests, Member, 2004 – Present
Association for Career and Technical Education, Member, 2003 – Present

Association for Financial Counseling and Planning Education, Member, 2001 – Present

Family and Consumer Sciences Teachers Association of Texas, Member, 2006 – Present

**Community:**

**Davis, K.** City of San Marcos, City Council appointment to the Ethics Review Commission, 2011 – Present


**Service Honors and Awards:**

College of Applied Arts, Texas State University, 2011 Runner-Up Presidential Award for Excellence in Service

Phi Upsilon Omicron, National Honor Society in Family and Consumer Sciences, Member, 2003 – Present

**Grants and Contracts:**

**Funded External Service Grants and Contracts:**


*Pre-award: 35% contribution as to the conceptualization of the grant with regard to the second of two grant activities--Activity 2: Strengthening Achievement & Developing Financial Literacy Through Academic Coaching. This contribution includes assistance with development of implementation strategy and time table, visualization and staffing/hiring of key personnel, implementation and program evaluation plan.*

*Post-award: Responsible for developing and implementing the prescribed Financial Education Program and development of program assessment. Tasks include curriculum development, training of academic coaches and peer mentors using a train-the-trainer*
model to implement the financial education program. Comprehensive program assessment provides data for production of future scholarly works.


Submitted, but not Funded, External Grants and Contracts:


Submitted, but not Funded, Internal Grants and Contracts:


**Davis, K.** (2008). *Responsible Use of Credit Cards by College Students.* Research Enhancement Grant, Texas State University, $8,000.
VITA

Letitia J. Killman, Ph.D.

Family and Consumer Sciences Education

Home
3302 86th Street,
Lubbock, Texas 79423

Contact Information
letitia.killman@ttu.edu
Cell (806) 773-0400

ACADEMIC DEGREES

Ph. D. August 2009 Texas Tech University
Majors: Family and Consumer Sciences Education
with a specialization in Special Education

Dissertation Title: Needs Assessment of Family and Consumer Sciences Teachers for Teaching Students with Disabilities

M.S. August 2000 Texas Tech University
Majors: Family and Consumer Sciences Education
& Post-Bac Teacher Certification in
Family and Consumer Sciences Education

B.S. December 1990 Texas Tech University
Major: General Studies in Arts & Sciences
Areas of Study: Human Development and
Family Studies, Psychology, and Sociology

CERTIFICATION

Certified Family and Consumer Sciences Teacher, Texas
December 2012-October 2018
October 2005-October 2011
August 2000-October 2005

Family & Consumer Sciences Education
PROFESSIONAL EXPERIENCE

Present-August, 2011

Research Associate

AchieveTexas College and Career Initiative

Karen L. Alexander, Ph.D. (PI)
Texas Tech University-Lubbock, Texas

- Finalize the identified matches between all of the Career and Technical Education (CTE) Course standards, in Texas called Texas Essential Knowledge and Skills (TEKS) and the Texas College and Career Readiness Standards (CCRS).

- Analyze Validation Surveys for 16 Educational Career Clusters and the Career and Technical (CTE) Courses within each Cluster. Third step in the validation process.

- Finalize Validation Surveys for 16 Educational Career Clusters and the CTE Courses within each Cluster.

- Serve as host and director of business for online Conference Calls with Vertical Alignment Teams and CTE State Directors from the Texas Education Agency as second step in the validation process.

- Identify and align matches of TEKS within courses and within clusters, as well as across clusters, especially for courses from five separate clusters that count for the fourth year science credit and the courses from three clusters that count for the fourth year math credit.

- Design and Format Excel Spreadsheets for the 16 Educational Career Clusters. Spreadsheets are used to display the significant matches between CTE Course TEKS and the Texas CCRS. Spreadsheets available on the AchieveTexas web site for CTE teachers and administrators use to identify ways CTE courses further high-school students understanding and application of English/Language Arts, Mathematics, Science, Social Studies, and Cross Disciplinary skills.

- Work with the Directors of Career and Technical Student Organizations (CTSO) to identify matches between organization programs, events, and competitions and the TEKS as well as the Texas CCRS.

- Team with CTE teachers, administrators, CTE State Directors from the Texas Education Agency, and business and industry personnel to identify matches between TEKS and CCRS at Vertical Alignment Meetings held in Austin, Texas.

Family & Consumer Sciences Education
• Host Exhibits at various state conferences to provide available materials, demonstrate surveys, and offer information about the AchieveTexas Initiative to conference attendees.

INSTRUCTIONAL AND ADMINISTRATIVE RESPONSIBILITIES

August, 2011 - August, 2007

Instructor for Family and Consumer Sciences Education
Texas Tech University – Lubbock, Texas
College of Human Sciences
Department of Applied and Professional Studies.

Educational Processes in Family and Consumer Sciences
Professions (FCSE 3303) – Fall 2010, Fall 2008, Fall 2007
Designed for non-majors. Focused on the teaching-learning process in professional settings outside the traditional classroom. Students learn how to plan, organize, and implement a community based program.

Evaluation in Family and Consumer Sciences Education (FCSE 5303)
– Summer I 2010 [online FCS Alliance]
Graduate students learned how to develop assessment tools to measure individual achievement in all subject areas in family and consumer sciences (FCS) secondary programs. Learned how to develop evaluation instruments and how to tie teaching to assessments, focused on how to help students use assessments to improve their learning.

Occupational FCSE (FCSE 4306) – Fall course:
Application of FCS knowledge and skills for use in child development, food service, home furnishings, clothing, services for older adults, and institutional and hospitality management occupations. Required 15 hours of observation in FCS high school level occupational courses. Due to the coverage of all content areas, this course focused on the preparation for successfully completing/passing the American Association of Family and Consumer Scientists National Content Exam for teacher certification.

Research and Evaluation in FCS (FCSE 4308) – Fall course:
Introduced methods of research and evaluation. Students developed various types of objective, performance based, and non-traditional assessment tools. Incorporated online instruction for distance students as part of the campus based course.
Focused on the principles and procedures for managing the FCS classroom. Designed to support the student teaching experience. Taught as online course beginning fall, 2010.

Exploration of FCS programs and occupations in traditional and nontraditional settings, including extension, adult education, business and community agencies, and public schools; included field experience. Arranged and monitored classroom and non-classroom observation opportunities for students.

Advising Family, Career, and Community Leaders of America (FCCLA) Chapters (FCSE 5350) - Summer I 2009 [online FCS Alliance].
Introduced the FCCLA organization and its programs to new advisers and graduate teacher preparation students. FCCLA is the national career and technical education organization for high school students enrolled in FCS courses through grade twelve. Topics included history and philosophy of FCCLA, affiliating and governing a chapter, educational and service related projects, individual and chapter STAR Events, integrating FCCLA activities with FCS curriculum, education and support materials, program and chapter public relations activities, and promoting FCCLA in the school and community.

University Supervisor
Supervised and evaluated student teachers in approved secondary FCS programs in Texas, Wyoming, and Alabama. Served as advocate to cooperating/mentor teachers and as advisor and role model to student teachers.

Student Teacher Coordinator
Chapter Co-Advisor  Texas Tech University Pre-Professional and Graduate Student Section of American Association of Family and Consumer Sciences (AAFCS).
- Organized, planed, and presented annual COHS Recognition Banquet.
- Monitored and advised student officers and members in planning and implementing community service events.
- Aided and supervised student officers and members in finding, organizing, and conducting fund-raising activities.

**ADDITIONAL AND PREVIOUS PROFESSIONAL EXPERIENCE**

**Summer 2011**  Independent Contractor—Survey Development.
Developed Educational Career Cluster Course Texas Essential Knowledge and Skills (TEKS) to College and Career Readiness Standards (CCRS) Surveys. Third phase in the matching/corresponding of TEKS to CCRS.

**Summer 2009**  Independent contractor—AchieveTexas, College and Career Readiness Initiative.
Edited and revised Programs of Study for all 16 Educational Career Clusters.

- Served as primary developer, editor, research associate, project leader, and coordinator to develop curriculum used in high school level FCS courses, such as Curriculum Guides, Reference Books, and Student Activity Books.
  - Content included: Child Development, Child Care Guidance, Management, and Services, Preparation for Parenting, Personal and Family Development, Individual and Family Studies, as well as Career Studies, Resource Management, and other FCS comprehensive, technical, and occupational areas.
- Served as primary developer and research associate to develop FCS related Programs of Study for the Texas Education Agency’s College and Career Readiness initiative: AchieveTexas, such as Early Childhood Educator, Teacher, and Education Counselor within the Education and Training Cluster and Child Care Director, Marriage and Family Therapist, and Social and Community Services Manager within the Human Services Cluster.
- Served as primary developer, editor, research associate, project leader, and coordinator to develop PowerPoint based curriculum for various high school level FCS courses.
o Content included: Child Development, Child Care Guidance, Management, and Services, Preparation for Parenting, Personal and Family Development, Individual and Family Studies, as well as Career Studies, Resource Management, and other FCS comprehensive, technical, and occupational areas.

- Served as primary developer and project leader to design and establish websites and individual course pages as resources for FCS teachers.
- Hosted and presented at summer and mid-winter professional development conferences.
- Provided information to new and returning FCS teachers.

Fall 2005

**Part-time Instructor**

**Research and Evaluation in FCS (FCSE 4308)** –  
Introduced methods of research and evaluation. Students developed various types of objective, performance based, and non-traditional assessment tools. Included Action Based research techniques that could be used in the FCS classroom.

Spring 2004

**Part-time Instructor**

**Professional Applications in Family and Consumer Sciences (FCSE 4302)** –  
Application of FCS knowledge and skills in the secondary classrooms. Students learned how to plan for the teaching of FCS courses, develop unit plans, and create daily lesson plans.

August 2000—August 2002

**Family and Consumer Sciences Teacher,**  
Lorenzo High School, -- Lorenzo, Texas.

- Taught 7th – 12th grade FCS courses.
- Planned and implemented annual high school banquet.
- Prepared and served hors d'oeuvres for elementary school’s Writers Banquet.
- Advised student FCCLA organization.
PRESENTATIONS

NATIONAL PROFESSIONAL DEVELOPMENT CONFERENCE
Are Your Learning Experiences Really Preparing Students for College and Career Success. Applying the college and career readiness standards to established curriculum is not as simple as teachers think. Teachers must work to actually implement the standards into their curriculum. Asking teachers to totally retool is ludicrous; therefore, teachers need to know how to use what they already have and to incorporate rigor and relevance so that the college and career readiness standards are actually being applied. Presenters: Letitia Killman, Ph.D. and Karen L. Alexander, Ph.D. Texas Tech University, Lubbock, Texas: Association for Career and Technical Education (ACTE) VISION 2013 National Conference, Las Vegas, NV. December 2013.

STATE PROFESSIONAL DEVELOPMENT CONFERENCE

STATE PROFESSIONAL DEVELOPMENT CONFERENCE


STATE CTE PROFESSIONAL DEVELOPMENT

Family & Consumer Sciences Education

STATE PROFESSIONAL DEVELOPMENT CONFERENCE

INTERNATIONAL PRESENTATION ACCEPTED BY BLIND REVIEW


NATIONAL PRESENTATION ACCEPTED BY PEER REVIEW


STATE PRESENTATIONS ACCEPTED BY PEER REVIEW
PUBLICATIONS

PEER REVIEWED ARTICLES

FOR THE CURRICULUM CENTER FOR FAMILY AND CONSUMER SCIENCES
Texas Education Agency (June 2007, 2009). AchieveTexas *Corporate Trainer Program of Study* for the Education & Training Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Teacher Program of Study* for the Education & Training Career Cluster.

Texas Education Agency (June 2007, 2009). AchieveTexas *Education Counselor Program of Study* for the Education & Training Career Cluster.

Texas Education Agency (June 2007, 2009). AchieveTexas *Education Administrator Program of Study* for the Education & Training Career Cluster.

Texas Education Agency (June 2007, 2009). AchieveTexas *Childcare Director Program of Study* for the Human Services Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Social and Community Services Manager Program of Study* for the Human Services Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Sales Representative Housing Program of Study* for the Human Services Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Geriatric Care Manager Program of Study* for the Human Services Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Chef-Head Cook Program of Study* for the Hospitality & Tourism Career Cluster.

Texas Education Agency (June 2007, 2009). AchieveTexas *Food and Beverage Manager Program of Study* for the Hospitality & Tourism Career Cluster.


Texas Education Agency (June 2007, 2009). AchieveTexas *Travel and Tourism Director Program of Study* for the Hospitality & Tourism Career Cluster.


**AWARDS**

Texas Association of Family and Consumer Sciences (TAFCS) Student Section: Family and Consumer Scientist of the Year 2005.

**SERVICE**

2014 Review presentation proposals submitted to ACTE.

2013 Elected to the ACTER Editorial Board for ACTE.

2011 Vertical Alignment Hospitality and Tourism Cluster. Collaborated with FCS teachers, teacher educators, and business and industry leaders to identify content in high school courses and post secondary courses.

Edited doctoral student’s dissertation and research proposal presentation.

2010 Vertical Alignment Education and Training Cluster. Collaborated with FCS teachers, teacher educators, and business and industry leaders to identify content
in high school courses and post secondary courses.

Attend FCCLA Regional Conference and assisted with student attendees. Assisted with FCS Alliance and College of Human Sciences display.

Presented: Developing a Professional Research Poster for the Graduate Symposium. Presided by Karen L. Alexander, Ph.D.

Helped plan and organize the Texas Association of Family and Consumer Sciences (TAFCS) Northwest District meeting. Attendees included FCS teachers, Texas/Agri-Life Family and Consumer Sciences Extension Agents, and other related professionals.

2009 Served as judge for FCCLA Regional Competitions in job interviewing and community service projects.

Helped plan and organize the TAFCS Northwest District meeting. Attendees included FCS teachers, Texas/Agri-Life Family and Consumer Sciences Extension Agents, and other related professionals.

2008 Attend FCCLA Regional Conference and assisted with student attendees. Assisted with FCS Alliance and College of Human Sciences display.

Helped plan and organize the TAFCS Northwest District meeting. Attendees included FCS teachers, Texas/Agri-Life Family and Consumer Sciences Extension Agents, and other related professionals.

2000-2008 Graduate Liaison, Phi Upsilon Omicron, Alumni and Student National Honor Society, Texas Tech University academic section and professional section.

- Served as liaison between the academic (student) section and the alumni (professional) sections.
- Attended meetings and communicated dates for socials and honors for members.
- Served as financial advisor for academic section.
APPENDIX H

GRE revised General Test Scores
(Information taken from http://www.ets.org/gre/institutions/scores/)

For tests taken on or after August 1, 2011

<table>
<thead>
<tr>
<th>Section</th>
<th>Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Reasoning</td>
<td>130-170, in 1-point increments</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>130-170, in 1-point increments</td>
</tr>
</tbody>
</table>

For tests taken prior to August 1, 2011

<table>
<thead>
<tr>
<th>Section</th>
<th>Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Reasoning</td>
<td>200-800, in 10-point increments</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>200-800, in 10-point increments</td>
</tr>
</tbody>
</table>
APPENDIX H

Crosslisted Syllabi
FCSE 4302/5311
FCSE 4306/5309
**Course Information**

**Instructor:** Dr. Barbara Allison  
**Office:** 269A Human Sciences Building  
**Office Hours:** Monday & Wednesday 3:00 – 4:00 pm & by appointment  
**Telephone:** (806) 742-5050 x 238  
**E-mail:** barbara.allison@ttu.edu (*Preferred method of communication)

**Course Information**

**Prerequisite:** FCSE 3301  
**Class Location:** COHS Building, Room 120  
**Meeting Times:**  
- Monday, 1:00 – 2:50 pm  
- Wednesday, 1:00 – 2:50 pm  
- Friday, 1:00 – 2:50 pm (see Course Schedule)

**COURSE DESCRIPTION**

**FCSE 5311** is the graduate section of **FCSE 4302: Professional Applications in Family and Consumer Sciences (3:3:0)**. Prerequisite: FCSE 3301. Application of family and consumer sciences knowledge and skills in the secondary classroom.

**TEXTBOOKS AND COURSE MATERIALS**

**Required:**


2) *Texas Essential Knowledge and Skills Implementation Handbook*.  
   (Available at the FCS Curriculum Center, Texas Tech University)

3) *Course Packet for FCSE 4302: Professional Applications in FCSE*.  
   (Available at COPY OUTLET, 2402 Broadway (806) 744-7772)

*NOTE: Please have Course Packet in a 3 ring binder & bring to class everyday.*

**COURSE PURPOSE**

FCSE 4302 is required for all Family and Consumer Sciences Education majors seeking Texas Education Teaching certification.
Students with degrees in FCSE pursue careers in fields such as teaching, extension service, government, and business. FCSE 4302 is designed to help FCSE majors develop skills in planning, implementing, and evaluating the teaching-learning process.

**NOTE:** Any final grade below a C does not meet the minimum standards for teacher certification.

**SPECIFIC COURSE INFORMATION**

1) **Field Experiences:** This course requires a field experience component of 10 hours. The field experience is a requirement for certification to teach Family and Consumer Sciences. The 10 hours designated for field experiences are included in the class meeting times. Assistance will be provided in acquiring the 10 hours of public school contact on designated Friday’s throughout the semester. Hours may be completed based on students’ schedules and the class schedule of FCS teachers. Students’ will not be excused from FCSE 4302 or other university classes to complete field experience hours. Students’ will be responsible for documenting field experience hours and submitting reflections of these experiences. Field experiences occur concurrently with FCSE 4302 to enhance students’ knowledge of classroom procedures and instruction.

2) **Microteaching Experiences:** This course requires microteaching experiences to expose students to different teaching/learning models and methodology. Microteaching experiences are lessons that are taught in the university classroom with fellow classmates assuming the role of students. All students will provide constructive feedback to their classmates and support each other as a community of learners.

3) **Professional Development Experiences:** As part of this course students will be required to participate in a professional development activity to better prepare them for their future career and introduce them to activities that are part of their profession. Students may decide from several options how they would like to earn their professional development points based on their own interests, time schedule, and desire to learn more about specific areas of their profession.

**Choices:** One of the following activities must be completed before April 18th:

- Serve as a judge (or in some other assigned duty) at the FCCLA STAR events for Region 1 to be held in Odessa, TX on Friday, January 28, 2011. (This is an all day event. Students must provide their own transportation and be present at 9:00 am.) Students will be excused from FCSE 4302 and must remain until their event is completed. A letter will be written for any students who need to be excused from other classes to attend this event.

- **Attend** the Family and Consumer Sciences Teachers Association of Texas Midwinter Professional Development Conference in Austin, TX January 21-22 (From 8:30 am – 4:30 pm on January 21 and/or from 9:00 am – 1:30 pm on January 22) sponsored by the Family & Consumer Sciences Teachers Association of Texas (FCSTAT). Cost is $60.00 for students. More information can be found at [http://www.fcstat.org](http://www.fcstat.org)

- Join and become a member of the American Association of Family and Consumer Sciences and attend at least 3 meetings of the student section at TTU during the Spring semester. (Note: You may not select this option if you are already a member of AAFCS.)

**NOTE:** A summary of your experiences that includes your reflections and comments is required for this assignment. You must provide your own transportation to the Austin meeting & the FCCLA event and make your own arrangements for staying overnight for the FCSTAT conference if you select this option.
EXPECTED LEARNING GOALS AND OUTCOMES

Course Goals:
- Students will develop a realistic conceptualization of planning, implementing, and evaluating the teaching-learning process in formal and informal environments.
- Students will develop a reflective attitude about the various components of the teaching-learning process and their interrelationships.
- Students will develop professional skills to use in formal and informal family and consumer sciences teaching environments.
- Students will gain knowledge about the Family & Consumer Sciences profession through their participation in a professional development activity (activities).

Course Objectives: Upon completion of this course, students will be able to:
- Describe the various societal, learner, community, and educational factors that impact teaching decisions.
- Analyze components of well-organized teaching plans.
- Develop effective teaching plans that address the cognitive, psychomotor, and affective domains of learning and meet the needs of all students.
- Select, develop and demonstrate the use of a variety of teaching methods effectively.
- Identify educational resources that can be implemented in teaching FCS classes.
- Describe how to integrate FCCLA into FCS programs and participate in a FCCLA event.
- Evaluate oneself in the teaching-learning process to objectively determine attributes and weaknesses and make revisions to improve and strengthen teaching skills.
- Develop competencies and dispositions necessary to become an effective FCS teacher.
- Observe and work cooperatively with a family and consumer sciences teacher.
- Develop a professional teaching portfolio.

The expected learning outcomes for the course will be assessed through:
- Attendance
- Class participation (Answering questions, volunteering for activities, etc.)
- In-class assignments and activities (such as bell ringers, reaction and reflection papers, small group activities, peer evaluations, etc.)
- Course projects (Philosophy of Teaching Statement, Teaching Portfolio, Resource File, Resume)
- In-class microteaching experiences (teaching presentations) and reflections
- Field experience participation and professionalism (Self-reflections)
- Participation in professional development events (attendance at professional meetings)
- Development of Lesson Plans and a Unit Plan

COURSE POLICIES

CLASS ATTENDANCE

1) Attendance is essential for learning. It is expected that students will attend class regularly and be present and seated at the designated time for the beginning of class. As a future teacher, punctuality is imperative for success in one’s profession and in one’s classroom. Therefore, excessive absences will negatively impact the course grade.

2) Daily participation points are based on the student being seated and ready to begin class at 1 pm. There are a total of 31 class days throughout the semester (excluding the 1st day) and 30 attendance points built.
into the course. Students will receive 1 point per day if seated and ready to begin class at 1 o’clock pm. Students who arrive after the classroom door is closed at 1 pm will be considered tardy and will receive no attendance points. Each student will be permitted to have a personal day to be used at their discretion for personal reasons. This day can not be used when there is a guest speaker, when the student is scheduled to give a presentation, or on a day when the class is scheduled to visit the Curriculum Center. Assignments must be turned in when designated, even if the student is using a “personal day.”

3) Students are expected to remain until the end of class. Points will be deducted for any student who leaves class early (i.e., for work, or for personal reasons that are not excused).

4) Students should notify the instructor if they know they are going to be absent. Students who are absent are responsible for any information they miss or any announcements made in class.

5) Excused absences are for medical reasons (which must be documented by a medical doctor), death in the immediate family, officially approved university sponsored activities (such as athletic participation), or an absence due to religious observance. Absences will be excused if documentation is provided within 2 days of the absence. According to Texas Tech policies, the instructor will determine whether or not the absence is excused or unexcused, with the exception of absences due to religious observance and officially approved trips. Examples of incidents that do not merit an excused absence include oversleeping, conflicts with work schedules, family reunions, weddings, and other types of social events.

EXTRA CREDIT

Students who attend every class (are present and seated by 1 pm) throughout the semester will receive **5 bonus points** which will be added to the final grade. Bonus points will be given for perfect attendance only; not for excused absences or when a personal day is used.

CLASS PARTICIPATION AND CLASSROOM RULES:

1. Students are expected to have assigned material read, assignments completed, participate in class activities, listen to others, display courteous behavior, and respect other’s opinions.

2. In-class assignments and activities will be incorporated throughout the semester and will constitute a percentage of the students’ grade. Students who are absent will not have the opportunity to earn (or make-up) in-class assignments, participation or activity points.

3. Cell phones, i-phones, laptops and other technology are not permitted and should not be visible. All electronics should be turned off. Failure to follow these rules will result in consequences for the student and a discussion with the instructor regarding the student’s behavior will follow. No guests, children, or pets are permitted. Food should NOT be brought or eaten during class !!!! Only liquid drinks in a sealed container are permitted.

4. Students are expected to “dress professionally” on the days they teach/present lessons and when visiting schools during field experiences. Professional dress does not include jeans or jean jackets, low cut tops, low cut slacks, exposed stomachs, or skirts that are an inappropriate length. Please dress like a teacher and not a student. Cell phones and i-phones are not permitted in schools. Use of these items will not be tolerated when visiting local classrooms and field experience points will be deducted for any student not adhering to these policies.

Family & Consumer Sciences Education
5. Students are expected to display a professional, responsible, courteous, and mature attitude. A “Disposition Concerns” form will be completed for any student who does not display the collaboration skills and professional behavior expected of teacher candidates at TTU.

**GRADING PROCEDURES**
1. Assignments are due on the day specified on the class schedule. All assignments are due at the beginning of class in order to receive full credit. Any assignment turned in after the designated time (beginning of class) will automatically be penalized 5 points. For each day an assignment is late, 10 points will be deducted (including days when school is not in session). Assignments (if accepted for a legitimate reason) will not be accepted after 2 days of the due date.

2. Assignments must be typed (unless approved by the instructor). APA style is required. No assignments will be accepted via an e-mail attachment.

3. Students will not be permitted to make up a missed exam or assignment unless prior permission has been given by the professor & illness can be documented by a medical doctor.

4. Students will not be permitted to give a teaching presentation at a later date if they are absent unless the instructor has been notified prior to the presentation and documentation for an excused absence (see “excused absences” information) can be provided within 2 days.

**Academic Integrity:**

Students are expected to adhere to all guidelines for student conduct set forth in the Student Code of Conduct published in the current Student Handbook. In particular, students are responsible for upholding the fundamental values of honesty and integrity and avoiding any form of scholastic dishonesty. The Student Code of Conduct defines scholastic dishonesty as, “including, but not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.” (Texas Tech University Catalog.) For additional information about Texas Tech’s academic integrity policies, see www.depts.ttu.edu/studentjudicialprograms/AcademicIntegrity.htm.

*NOTE*: All ideas and/or materials incorporated into lesson/unit plans and other assignments, including those from websites, that are not original work must be cited using the APA format.

**Disability Concerns: ADA Compliance Statement**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructors’ office hours. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, students may contact the Student Disability Services Office in 335 West Hall or 806-742-2405.

**Nondiscrimination Statement:**

Family & Consumer Sciences Education
Texas Tech University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all (OP 34.22).

**Civility in the Classroom and Appropriate Behavior:**

Students are expected to assist in maintaining a classroom environment conducive to learning. To assure that all students have an opportunity to benefit from time spent in class, students are asked to turn off cellular phones and other electronic devices, and to refrain from making offensive remarks, chatting, reading newspapers, sleeping, eating, or engaging in any other form of disruptive behavior, including chronic late arrival. Inappropriate behavior in the classroom shall result, *minimally*, in a request to leave class.

**Oral and Written Communication:**

As a professional, students are responsible for accuracy in their oral and written communication. Work in this class will be evaluated for professional appearance and for accuracy in grammar, spelling, punctuation, etc. Any student needing help with writing and expression of ideas, should contact the University Writing Center, 175 English/Philosophy Building, 742-2500, ext. 282.

**COURSE ASSIGNMENTS**

As a graduate student enrolled in this course, you will be expected to complete all assignments in this class PLUS an additional assignment deemed appropriate for the graduate level. Instructions will be discussed individually with students enrolled in this section.
Texas Tech University
College of Human Sciences
Family and Consumer Sciences Education

Career Preparation in Family and Consumer Sciences
FCSE 4306-001 and FCSE 5309-001 (Cross-listed sections)
TR 11:00 am to 12:20 pm
Course Syllabus—Fall 2014

Instructor: Karen L. Alexander, Ph.D.
E-mail: karen.alexander@ttu.edu
(E-mail is the preferred method of communication)
Phone: O (806) 834-2212 C (859) 338-3866
Office: 166 A, College of Human Sciences
Office Hours: TR, 10 am to 11 am, 1 pm to 2 pm and by appointment
Course Wiki: https://careerprep-alexander-2014.wikispaces.com/ This is a place where everyone can share examples of their work and make comments to each other. It is a private site viewable to only those with the link and permission to join the space.

Co-Instructor: Cynthia (Cindy) L. Miller, M.Ed.
FCSE Doctoral Student and AchieveTexas Research Assistant
E-mail: cynthia.l.miller@ttu.edu
(E-mail is the preferred method of communication)
Phone: O (806) 834-3764 C (806) 790-0681
Office: 236 College of Human Sciences
Office Hours: TR, 10 am to 11 am, 1 pm to 2 pm and by appointment

College of Human Sciences: Mission Statement:
The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition.

Family and Consumer Sciences Education: Mission Statement:
The mission of the Family and Consumer Sciences Education (FCSE) program, at Texas Tech University, is to prepare individuals for professional positions in secondary schools, colleges and universities, extension education, and related areas through quality education, research, and service.

Course Description and Course Purpose: Career Preparation in Family and Consumer Sciences. (3:3:0). Prerequisite: FCSE 4302 with grade of C or higher. Application of Family and Consumer Sciences knowledge and skills in career preparation programs. Includes state and federal requirements regarding work-based learning and safety.

Course content is mainly focused on five of the educational career clusters.
This course will include class discussion, website exploration, readings, written assignments, cooperative learning experiences, projects, and field experience observations to provide opportunities for the application of FCS knowledge and skills in the occupationally specific areas, practicum courses, and career preparation courses.

If you are seeking Teacher Certification in FCS, this course is required. This course is designed to help you develop skills in planning, implementing, and evaluating students’ learning in Occupational courses, practicum courses and career preparation courses.

Approximately 15 hours of observation in Occupationally Specific FCS courses will be required. A written analysis of each observation visit will be completed and submitted for grading. A final summative analysis (word processed) will be completed and submitted for grading on the final class date.

**Course Objectives:**
All newly certified teachers in Texas, are expected to meet specific standards in their teaching knowledge and skills. The students completing the Family and Consumer Sciences (FCSE) program are expected to meet the Pedagogy and Professional Responsibilities (PPR), the Family and Consumer Sciences (FCS), and the Technology Applications (TA) Standards for All New Teachers. These standards, adopted for the state of Texas, were based on the Texas Essential Knowledge and Skills (TEKS) and developmental needs of children (EC -12); as such these standards also serve as the objectives for our program and as the expected learning outcomes of the student teaching experience. Although the list of standards is long, many of the standards can be met during the completion of even a single teaching experience.

**Student Learning Outcomes and Assessment Strategies:**
Assessment Strategies will include classroom assignments (CA), field experiences (FE), and written reflections (WR). Upon completion of this course, students will be able to:
1. Identify FCS related career preparation programs. (CA)
2. Describe FCS related career preparation programs. (CA)
3. Demonstrate an understanding of FCS Standards. (CA)
4. Explain state & federal requirements regarding work-based learning and safety. (CA and FE)
5. Explore various FCS career related programs and support materials. (CA, FE, WR)
6. Examine CTSO projects and programs. (CA and FE)
7. Develop lesson plans for a career preparation program. (CA and FE)
8. Adapt an existing unit plan (FCSE 4302) to reflect career preparation content and experiences (CA and WR).
9. Prepare a unit plan for to be used in student teaching (CA and WR).
**Required Textbooks, Reading Materials, and Resources:**

*Practicum Coordination Handbook* ($30.00)  
*Practicum Coordination for FCS CD* ($25.00)  
*TEKS Implementation Overview Handbook* ($25.00)  

The above are available from the Curriculum Center for Family and Consumer Sciences (CCFCS).


Other reading assignments and materials as assigned by the course instructors.

**Course Policies: (Expectations and Requirements)**

1. Attendance is required for the successful completion of the course. Students are expected to be present, prepared, and punctual for each class and field experience. Students arriving after class/field experience begins will be considered tardy. This type of behavior is both inappropriate and inconsiderate. It is expected that students remain in class/at field site until the end of each lesson. Attendance will be taken for each class meeting and 10 points will be deducted for every unexcused absence. Dr. Alexander should be contacted in advance of any excused absence. Excessive tardies, both in number and length, may be recorded as an unexcused absence.

2. Please note that unsuccessful completion of this class or course completion of at least 60% of the semester may result in repayment of all or part of your student financial aid. For further information, please contact Student Financial Aid, 806-742-3681, or finaid.advisor@ttu.edu.

3. Students are to complete 15 hours of field experience. A minimum of 10 hours must be in a secondary family and consumer sciences classroom (grades 7-12) and 5 hours can be in a non-classroom setting, such as a business or AgriLife Extension.

**The following are prohibited in the classroom/field experience site:**

1. The use of cellular phones (unless requested by instructor), eating, (beverages are allowed only if in a covered container), making offensive remarks, reading newspapers or other non-course materials, sleeping, or engaging in any other form of distraction. Inappropriate behavior shall result in, minimally, a request to leave the classroom/field site. No children, guests, or pets are permitted in class/field site.

2. Class participation promotes a learning environment, and is therefore encouraged and expected. Participation includes responding to questions, asking questions (for clarification or better understanding), discussing current or controversial issues in FCS,
exploring applications of ideas or concepts, problem solving, and other exchanges of ideas.

3. It is the student's responsibility to complete any assignments described in class. Course assignments are due at the time according to the course schedule, or at the time designated by the instructor. All assignments are to be submitted at the beginning of class. Late assignments will not be accepted unless prior notice and arrangements have been made with the instructor, and then it is the instructor’s prerogative to reduce the final assignment grade due to late submission.

Students are expected to:

- Assist in maintaining a classroom environment which is conducive to learning.
- Display mature and respectful attitudes/behaviors.
- Dress professionally on the days they attend class/field experience.
  - You are required to wear professional clothes for all observations. Do not wear jeans, flip-flops, t-shirts, or any other casual attire. Note you will be in the classroom so please check your neckline and mid-section. If you will be observing at Coronado HS, the additional requirement of closed toe shoes is a requirement! It is recommended that you visit different places with different teachers and different course offerings as possible. You will get a better idea of the course expectations, teacher’s classroom management techniques, and available opportunities from varied visits.
  - This is a great opportunity for you to look for student teaching opportunities. If you like the teacher, are interested in the program, and/or feel you could learn a lot from working in the school—ask about student teaching opportunities. You will then know your first, second, and possibly third choice for student teaching placement.
- Be responsible for course activities, assignments and readings.
- Make an appointment with the instructor to discuss your degree program, get answers to questions you might have, etc.

Observations: (15 hours) (150 points)
Observation is a teaching tool used to teach “real-world” situations and content that cannot be explained or covered sufficiently in the ordinary classroom. Fifteen hours of observation for this class will be spent observing how FCS teachers actually teach, manage their classroom, complete and maintain necessary paperwork, work with other teachers and stakeholders, and many other things that occur in the classroom.

As you observe different teachers, please identify and describe the following:

a. Observe the manner in which the teacher begins class. Dos s/he greet the students at the door? What body language do both the teacher and students display? What is the overall “feel” to the classroom? What routines, if any, are established?

b. Watch the teacher closely; does the teacher appear to enjoy teaching?

c. Watch the teacher as s/he talks to individual students; does the teacher appear to like the students?

d. Watch several students as they interact with the teacher; do they appear to like the teacher?
e. How does the teacher respond to questions and comments from students?
f. How does the teacher help students who have special needs complete or be successful with the day’s lesson?
g. How does the teacher monitor students as they work individually and in groups?
h. How does the teacher respond to students who may stop by to visit during a classroom lecture or open discussion? How does the teacher handle/stop visiting or other classroom disruptions?
i. Find students who are off-task, such as texting, looking at a magazine, drawing, etc. What does the teacher do to get them back on-task?
j. Find a student who demonstrates a bad attitude or dislike for the teacher or class, how did the teacher respond to the student?
k. Find the student who always talks during a discussion, how does the teacher get others to participate in the discussion?
l. How does the teacher transition from a classroom activity back to individual &/or group work?
m. How do the students transition from a classroom activity back to individual &/or group work?
n. As the class ends, how does the teacher close the day’s lesson?
o. Look for three additional classroom management techniques pertaining to career preparation programs, describe the situation and share in detail how the teacher dealt with the situation.

**Evaluation:**
Student performance will be evaluated on completion of all course requirements in a professional and timely manner.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due date</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Attendance</td>
<td>Throughout the semester</td>
<td>450 points</td>
</tr>
<tr>
<td>Observations (15 hours) &amp;</td>
<td>Sept. 25 through Dec. 2</td>
<td>150 points</td>
</tr>
<tr>
<td>Field Experience Analysis</td>
<td>12/5</td>
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</tbody>
</table>

**Grading scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540-600</td>
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<tr>
<td>B</td>
<td>480-539</td>
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<tr>
<td>C</td>
<td>420-479</td>
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<tr>
<td>D</td>
<td>360-419</td>
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<tr>
<td>F</td>
<td>0-359</td>
</tr>
</tbody>
</table>

**ADA Compliance Statement:**
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**Non-discrimination Statement:**
The university brings together, in common pursuit of its educational goals, persons of many backgrounds and experiences. The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national

Family & Consumer Sciences Education
origin, age, sex, or disability and the equal opportunity and access to facilities shall be available to all. (Student handbook, page 6).

**Academic Integrity:**
It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Academic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. (TTU Student Handbook and Code of Conduct, 2014-15, p. 5). Additional information about TTU’s academic integrity policies may be found at: [www.depts.ttu.edu/studentjudicialprograms/Academicintegrity.htm](http://www.depts.ttu.edu/studentjudicialprograms/Academicintegrity.htm).

**Family and Consumer Sciences Education Academic Honesty Policy (developed June, 2013)**
In written papers and other class projects (electronic format, hard copy or otherwise), it is unethical and unprofessional to present the work done by others in a manner that indicates that the student is presenting the material as his or her original ideas and work. Cheating, assisting others, or plagiarizing on tests, papers, or assignments will result in written notification to the student involved, the academic advisor, the department and/or program that offers the course, and the appropriate College or Administrative Dean.

Plagiarizing is submitting uncited materials as your own work, which was in fact produced by others. Examples include:

- uncited work from journals, books, the work of others or electronic sources such as the World Wide Web (www).
- Plagiarizing is also insufficiently phrased passages.

When paraphrasing a statement and/or passage, the statement and/or passage must be reworded entirely in your words or you must use the direct quotation from the original source.

In addition, the penalty for academic dishonesty (based on the seriousness of the situation and at the discretion of the instructor) may be one or more of the following:

1. A grade of zero on the test, quiz, paper, or assignment for the student involved.
2. A grade of F for the course.
3. The reporting of the incident to the Graduate School and the Office of Judicial Affairs for disciplinary action.

If repeated offenses occur in either a specific class or in 2 or more different classes, the matter will automatically be referred to the Student Judicial Affairs Committee for further action.

Family & Consumer Sciences Education
# Tentative Schedule (Subject to Change with Notification):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Welcome, Introduction to Course and Get Acquainted Activities</td>
</tr>
</tbody>
</table>
| 8/28  | Labor Market Trends and Career Clusters—Impacts on Career Exploration  
      | Please bring The Career Pathways Effect |
| 9/2   | AchieveTexas College and Career Initiative |
| 9/4   | AchieveTexas College and Career Initiative  
      | TEKS Overview. Classifying TEKS by career readiness categories.  
      | Please bring TEKS Handbook to class. |
| 9/9   | Initiate Plans for Field Experience (ID badge, paperwork, etc.)  
      | Rigor, Relevance, and Relationships, Crosswalks for College and Career Readiness |
| 9/11  | Rigor, Relevance, and Relationships, Quadrant D |
| 9/16  | LiveBinders of Resources for CTE  
      | Options for determining your students’ strengths and interests |
| 9/18  | Practicum Handbook—online course |
| 9/23  | Field Experience Procedures—Recruitment lesson, Unit plan revision project—  
      | Revising unit plans to address career education, and Final Project Discussion |
| 9/25  | Preparing students for the job search and interviewing—Learning strategies for classroom implementation.  
      | • Developing resumes, Cover letters, Interviewing skills  
      | • Practicing the interview |

**Field Experience begins this week and ends 12/3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
</table>
<pre><code>  | Please bring Practicum Coordination Handbook |
</code></pre>
<p>| 10/2  | Cooperative Learning and lab management |
| 10/7  | Classroom Management—Glogster Activity |
| 10/9  | No Class—Field Experience Day |</p>

Family & Consumer Sciences Education
10/14  No Class—Field Experience Day

10/16  Working with the Practicum Courses—Guidelines for Management
B 49-60 (PCH) Advisory Committees, C 42-43 (PCH) Professional Documents:
Portfolios, Résumés, etc. Please bring Practicum Coordination Handbook

10/21  Presenting your lesson plans—Group One Micro-teaching

10/23  Presenting your lesson plans—Group Two Micro-teaching

10/28  Presenting your lesson plans—Group Three Micro-teaching

Due: Revised Unit Plan Activity

10/30  Career Development: Middle School

11/4   Using CTSOs to support career education—Overview of FCCLA Program

11/6   Overview of TAFE Programs

11/11  Role Play Model, Employment Issues in the Workplace, Implementing Role Plays

11/13  No Class—Field Experience Day

11/18  Entrepreneurship

11/20  Project Work Day (No class) and wrap-up field experiences (12/5)

11/25  Working with Special Needs Students and Transition Skills (online module)

11/27  No Class—Thanksgiving Holiday

12/2   Course Wrap Up

Final exam:
Friday, 12/5   7:30 am to 10:00 am

Final Project Assignments:

FCSE 4306 students will complete the first assignment below (unit plan), and FCSE 5309 students will be completing both assignments to obtain the graduate level credit. All students will orally present their project and compiled LiveBinder resources as the final exam for the course (Friday, 12/5, 7:30 am):

Family & Consumer Sciences Education
1. Review the workforce and economic development resources that can be located at this site, http://cte.sfasu.edu/teachers-corner/. Using these resources and others at www.achievetexas.org such as the programs of study and college and career planning guides, prepare a week-long unit plan that introduces career decision-making and planning to your students. The unit plan can be cluster specific if you choose.

2. Read and prepare a written review of *Bring Your a Game to Work*. From your written book report, you will share your insights with the undergraduate students and discuss how the book might be used with high school students.
Graduate Program Reviews

FACULTY AND STUDENT SURVEY RESULTS

College: Human Sciences
Department: Family Science and Consumer Education
Conducted by: Institutional Research & Information Management

November 2014
## Faculty Surveys

Family Sciences & Consumer Education

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Professor of Practice</th>
<th>Emeritus</th>
<th>Other</th>
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<tbody>
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<td>5</td>
<td>4</td>
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<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Q-1 I have adequate access to facilities and equipment needed for my graduate work.</th>
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<td>Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.</td>
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<td>Q-3 Library resources available to me are adequate.</td>
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<td>Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.</td>
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<td>Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.</td>
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<td>Q-6 The graduate teaching assistants available to faculty in the program are of appropriate quality.</td>
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<td>Q-7 Graduate courses in other fields, needed to support your program or minor, are sufficiently available, accepted and recommended.</td>
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<td>Q-8 There is adequate communication from the upper administration regarding policy changes.</td>
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<td>Q-9 I am satisfied with the professional interaction with faculty throughout TTU.</td>
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<td>Q-10 I am receiving the research and professional development support I need from the other faculty.</td>
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<td>Q-11 I am satisfied with the professional interaction with the graduate program coordinator(s).</td>
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<td>3.67</td>
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<td>Q-12 I am satisfied with the professional interaction with other faculty within the program(s).</td>
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<td>4.25</td>
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<td>3</td>
<td></td>
<td></td>
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<td>4.25</td>
</tr>
<tr>
<td>Q-13 I am treated as a respected contributor to the graduate program in which I am involved.</td>
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<td>Q-14 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).</td>
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<td>Q-15 Course and program changes are evaluated by all faculty and voted upon by those faculty.</td>
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<td>Q-16 Sufficient graduate teaching assistantship stipends are available.</td>
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<td>Q-17 The program offers adequate opportunity for its faculty to gain teaching training.</td>
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<td>Q-18 Graduate teaching assistantships assignments are made equitably, based on established criteria.</td>
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</table>
What changes, if any, could be made to improve the quality of your / graduate program(s)?

An additional faculty member is needed.

There are some graduate students (local and ones at a distance) who do not actively participate in graduate activities, especially after they complete their qualifying exams. Even though they are provided access to Symposia via distance technology, there are some students who do not participate and are not engaged in the graduate program. Hence they are not connecting with their peers and are not receiving helpful or important information about such things as the IRB process, available resources to assist in their research, writing their dissertations, etc. The problem is how to get these students more involved? Requiring all graduate students to attend/participate in Symposia, or physically come to campus to share updates on their progress, interact with their fellow graduate students, and meet with the faculty would (in my opinion) benefit the students who are not as engaged or "connected" as the others in their graduate program. If there was such a requirement, it may help to motivate some of the graduate students who lose focus and the incentive to complete their dissertation.
The Family and Consumer Sciences (FCS) graduate program continues to grow online as more learners are seeking online graduate degrees or making career changes. One recommendation would be to offer a two or three day orientation to the graduate program for two or three credits. Students would come to campus to meet professors and classmates, and attend information sessions. These sessions could be preparation for doctoral writing, library research and Blackboard training. Other suggested topics might be being developing critical thinking skills in online learning or developing a research program. Faculty would address questions, concerns and challenges for the upcoming year.

For us, the biggest improvement for the quality would be another faculty member. The three of us are stretched very thin. There is room for significant growth in our master's program but we need more faculty to support that growth. Currently, we rely on two adjuncts to provide adequate course coverage and even support with dissertation preparation. We don't even have the time to support students with manuscript preparation evolving from work completed in our courses. I feel like the work is continuous 24/7. I do think it will help to have our third and relatively new faculty member assume some additional responsibilities in the future. However, we cannot realize our potential with our current work loads. We need the financial support from the College for at least one dedicated graduate assistant position. All of our TAs, RAs are funded with salary savings as a result of a faculty buy-out from a grant and teaching revenue from the Great Plains IDEA, which is not a part of this review process. However, it is important to note that the GPIDEA revenue keeps our program going.

Please feel free to add any additional comments or questions in the / space below.

N/A

I have no further comments.

The Family and Consumer Sciences graduate program has been developed to facilitate the learning styles of adult learners and provide a collaborative community for problem-solving and developing critical thinking skills for the 21st century. We constantly strive to abreast of new technologies and instructional strategies for successful online experiences.

I feel that we have a very good program and the faculty are committed to a high quality program. We have really good students who are a pleasure work with especially at the doctoral level. I would like to see us grow without compromising quality.
## Student Surveys

### Family Sciences & Consumer Education

<table>
<thead>
<tr>
<th>Year(s) in Program</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
<th>PARTICIPANT TOTAL</th>
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<tr>
<td></td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>29</td>
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</tbody>
</table>

## Questionnaire Results

| Q-1 | I have adequate access to facilities and equipment needed for my graduate work. | 17 | 5 | 1 | 4.70 |
| Q-2 | The quality and availability of departmental graduate student office space is adequate for my needs. | 9 | 3 | 3 | 4.40 |
| Q-3 | Library resources available to me are adequate for my needs. | 16 | 7 | 4 | 4.44 |
| Q-4 | The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program. | 19 | 7 | 3 | 1 | 4.43 |
| Q-5 | The graduate courses available are taught at an appropriate level and are of sufficient rigor. | 24 | 4 | 1 | 1 | 4.70 |
| Q-6 | Graduate courses in other fields, needed to support my program or minor, are sufficiently available. | 13 | 12 | 2 | 4.41 |
| Q-7 | The initial advising I received when I entered the program was an adequate orientation. | 18 | 5 | 3 | 1 | 2 | 4.24 |
| Q-8 | I have access to means of communication with faculty and graduate students. | 18 | 9 | 2 | 1 | 4.47 |
| Q-9 | I am receiving the professional development support at TTU that I desire. | 10 | 11 | 3 | 4 | 3.96 |
| Q-10 | I am satisfied with the professional interaction with my academic advisor. | 15 | 4 | 6 | 1 | 2 | 4.04 |
| Q-11 | I am treated as a respected contributor to the graduate or research program in which I am involved. | 15 | 8 | 2 | 2 | 4.33 |
| Q-12 | I have been given an opportunity to be engaged in significant research for my thesis or dissertation. | 8 | 9 | 3 | 2 | 4.05 |
| Q-13 | If I decide to change committee chair, the mechanism for doing so is suitable. | 3 | 5 | 4 | 2 | 3.64 |
| Q-14 | I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings. | 15 | 9 | 4 | 4 | 1 | 4.00 |
| Q-15 | Graduate teaching or research assistantship stipends are adequate. | 7 | 5 | 5 | 1 | 1 | 3.84 |
| Q-16 | The program offers adequate opportunity for its graduate students to gain teaching experience. | 13 | 4 | 4 | 2 | 1 | 4.08 |
| Q-17 | Graduate teaching assistantship assignments are made equitably, based on established criteria. | 7 | 4 | 4 | 1 | 1 | 3.88 |
| Q-18 | Program policies are clearly defined and readily available to me. | 18 | 8 | 2 | 2 | 4.40 |
| Q-19 | Graduate program policies clearly identify petition and appeals procedures available to me. | 15 | 7 | 6 | 1 | 4.24 |
| Q-20 | There is a well-established mechanism for regular graduate student participation in decisions affecting student | 11 | 10 | 3 | 3 | 4.07 |
| Have you ever attended any of the professional development seminars offered through the Texas Tech Graduate School? |
|---|---|---|
| Yes | 10 | No | 18 |

| Did you find the seminar(s) to be beneficial? |
|---|---|---|
| Yes | 9 | No | 1 |

**What do you consider to be strengths of this program?**

- Highly qualified teachers for graduate program
- The passion of the professors for the field they teach.
- This Program is amazing, I love it and I love everything about it.
- Course topics are of great interested to current FACS teachers (technology, reading in content area, etc.) The courses taught by TTU professors are generally well-done and teachers care about the students and the content.
- Everybody in the department is always willing to help.
- The program is well structured and there are a lot of different courses to take to meet the degree plan requirements.
- The strengths of the program are first and foremost, the staff. They are amazing and the courses offered provide the knowledge and information needed to utilize in our professional lives.
- Very flexible and adaptable to student needs and interests.
- Small department; Helpful and knowledgeable professors; Financial assistance; Program offers a variety of concentration options; I feel respected by my advisor and professors
- They are offered online
- Honestly, I think the single greatest strength to the whole program is Dr [name redacted]. I'm not sure the program would flourish without her. She is the reason I moved here away from ALL of my family in California, she's one of the main reasons why I have persevered and not given up and dropped out when qualifying exams coupled with personal and family reasons almost caused my to, she is always looking out for the best interests of her students including myself, she is incredibly good at replying to my emails and questions and professional advice, she's very professional, patient, and resourceful. It was her idea to hold me accountable on a monthly basis thru meetings regarding my work on my dissertation, and she has probably been one of my best mentors that I've had so far.
- Course offerings, professors, advisers, symposiums, professional development opportunities, wide range of experience is both the professors and peers.
- **na**
- The strengths of this program are the opportunities available to help graduate students be successful in research and in the process of completing the dissertation.

**Overall training opportunities!**

- The professors in the program are dedicated to ensuring that every graduate student receives an appropriate education based on their interests. Each person in the program has an individualized plan of study which is reviewed every so often to make sure we are on track. I have found that my needs both personally and professionally have been considered and met in every instance where they have arisen.
- Classes offered are good and appropriate, as well as interesting
- The purpose of FCSE and the flexibility of the program.
- Availability of my advisor and instructors.
- The program offers diverse opportunities to explore all areas of the FCSE profession (including research, curriculum development, evaluation methods, community programming, etc).

**What do you consider to be weaknesses of this program?**

- Final grades are not updated promptly on the system and it affects your financial aid elegibility
- I have not discovered any weaknesses.
program communication - I never received a letter/email saying I was accepted into the program, never received notice about when/how I should enroll in courses (I still don't - every semester I have to look up the enrollment dates online, email, and then email several more times until I get a response). I didn't know I had an advisor until over half way through the program. Courses run by other universities (not TTU) are very unorganized and there is little to no communication from the professors. (In the course I am in now over half of the students were told to get a different textbook and it took weeks of reading the wrong book/chapters and weeks of emailing the professor to get a response. We literally don't hear/see anything from the professor for months at a time. We are completing large assignments with no guidelines or support/feedback. I am embarrassed to be enrolled in the course and have unfortunately learned nothing from it.)

There are so many ideas but not always enough time to accomplish them.

The main faculty member engaging graduate students is Dr. [name redacted]. She does a proficient and excellent job at this, but it would be helpful if the other faculty members were as engaged with graduate students and worked with them more.

The weaknesses are the lack of opportunity for distance students to have access to their library and resources. I would love to be able to get a hold of these textbooks to use.

None

I don't think this is a weakness of the graduate program as much as weakness of Student Business Services that makes you pay $25 to put your tuition bill on emergency status until all scholarships and stipends are straightened out, when that should be done way before tuition is even due.

A class offered for writing a dissertation.

Every once in a while, more individualized attention is needed than can be given. This is unfortunately a result of the professors in my department being stretched so thin with their responsibilities that they can't always give the attention needed to every individual student. With another full time professor in the program, I'm sure some of this could be alleviated.

Academic advising and help writing the dissertation

It was unorganized and very repetitive. I was extremely frustrated as I took time off work to attend a three day workshop and the workshop did not provide content that matched the description.

lack of familiarity from outsiders

Nothing really.

I am relatively new to the FCSE program, but my experience thus far has been great.

What changes, if any, could be made to improve the quality of this graduate program?

more classes readily available and more online classes. I can't get a full time job because I have random classes throughout the day.

NA

Easier access to graduate courses that are offered through other departments that can be used as a part of the FCSE graduate program.
Professors need to remember that online students need clear, detailed assignment requirements. We don't have the advantage of hearing the professor explain the assignment in class, hear the answers to questions other students ask, etc. A one sentence statement posted on blackboard for a several page paper is not sufficient. We need to understand what is expected of us, what the goal it, and a general idea of what the professor is looking for.

I cannot think of any at this time.

There should be more involvement with faculty and graduate students, or more faculty added to the FCSE program to support the needs of the students. Dr. Alexander is the cornerstone of the FCSE program, and the other faculty should be more engaged or other faculty hired to assist with program needs.

As I stated previously, better access to the library and resources.

None

It would be nice to have: / Tiered age groups in which to specialize in FCS Ed (middle level, secondary, post-secondary, etc.); / A contact person for other content areas in which we take courses; / Quicker responses to questions

See previous answer

Provide more upper level courses that allow for graduate work in areas related to FCS that can be used for special emphasis.

na

The particular graduate program I am involved in has been an amazing experience and the support received by the faculty is second to none in my opinion.

More time with advisors.

I would hire another full time professor to take some of the burden off of the current professors in the program.

Better communication and help after completion of course work

Nothing really, everything is really good.

I would like to see a little bit more funding for assistantships.

Online support from the graduate school for professional development needs of distance students who are not able to be near the campus in Lubbock. / Example: Academic Writing Support Group/Club available for distance students via internet would be a big help!!!

More courses focusing on programming outside of the traditional educational environment, such as after-school programming and community-based programming for youth.

Please feel free to add any additional comments or questions in the space below.

I am thrilled to be in my chosen program, I looked at several different universities and couldn't seem to find one that fit. However, the program at Tech feels like it was designed for me, I feel that the professor's passion is equal to my own passion for the content area. I honestly feel like it was worth the search because I found the perfect graduate program for me.

Great program!

I think I've stated all I have to say, I'm sure I can say a lot more, and feel free to contact me if you'd like to hear more feedback, my story and how I ended up moving from Los Angeles California, to Lubbock Texas and Texas tech. But truly, I've enjoyed my experience thus far, and as soon as I am done with my dissertation, I'm sure I'll even love it even more, and any bitterness I have will vanish.

I have been very happy with the program.

none

The college of Agriculture has a huge positive relationship with its doctoral students and from input from students

The FCSE program is wonderful! If anything, we could use more faculty to ease the load of current faculty in order to streamline response times and workloads.

I love my program and couldn't have imagined going anywhere else.