

CIEP Submission Form

Family and Consumer Science Education (6-12)

(for Educator Preparation Chapter adopted 8-12-2021)

The CIEP form for CTE General Rules for All Teaching Fields (6-12) must also be submitted.

Institution Name:

Date Submitted:

Program Level: *Select one of the options below.*

Class B

Alternative Class A

Submitting for: *Choose one of the options below.*

Initial review of a proposed program

Continuing review of a currently approved program

Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

- 1. Include the proposed checklist as a separate document.

- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1 a	State Certification Tests:⁵ Praxis Family and Consumer Sciences		State Certification Tests	
1 b	edTPA			
2	Content Knowledge⁶			
3	Planning Instruction⁷			
4	Internship			
5	Effect on Student Learning⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

⁸ Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Family Studies and Community Services.		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 Candidates are familiar with family structures, family stages, family functions and factors affecting family relationships.		
1.2 Candidates evaluate conditions affecting individuals and families with a variety of disadvantaging conditions and services available to address their needs and conditions.		
1.3 Candidates are aware of how to interpret and transcribe data and communicate with clients using counseling and mental health practices.		

Standard 2 Human Development Through the Life Span.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 Candidates interpret theories of human growth and development within the context of individuals throughout the lifespan.		
2.2 Candidates understand that variations in growth and development of individuals may require special resources and responses.		
2.3 Candidates are aware of developmental tasks and processes of individuals throughout the lifespan.		
2.4 Candidates contrast the stages of physical, intellectual, social, and cognitive development across the lifespan.		
2.5 Candidates analyze conditions that influence human growth and development.		
2.6 Candidates utilize effective communication patterns and strategies including effective conflict prevention and resolution.		

Standard 3 Consumer Economics, Resource Management and Consumer Services.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Candidates interpret consumer rights and responsibilities in relationship to legal and ethical considerations in the marketplace and have the skills to advocate for issues related to consumerism.		
3.2 Candidates are aware of consumer resources provided by private and government agencies in the areas of assistance, information and published materials, services, and products available to individuals, families, and clients.		
3.3 Candidates provide financial planning information, including a long-term financial plan, to individuals, families, and clients so they are good stewards/consumers of their financial and human resources.		
3.4 Candidates demonstrate the planning and management processes used in making financial plans and decisions.		
3.5 Candidates apply management theory related to work simplification, time management and organization of activities in the home and workplace.		
3.6 Candidates demonstrate skills needed for product development, testing, and presentation.		
3.7 Candidates evaluate the effects of technology on individual and family resources.		

<p>3.8 Candidates analyze resource consumption for conservation and waste management practices that impact consumer behavior.</p>		
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Standard 4 Food Science, Dietetics, and Nutrition.

<p>Indicators</p>	<p>Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i></p>	<p>Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i></p>
<p>4.1 Candidates analyze factors that influence nutritional needs and wellness practices of individuals, families, and clients across the life span.</p>		
<p>4.2 Candidates compare the functions and sources of nutrients.</p>		
<p>4.3 Candidates utilize nutritional guidelines such as the Recommend Daily Allowances, Dietary Guidelines for Americans, and the United States Department of Agriculture (USDA) Daily Food Guide in planning nutritional foods for individuals, families, and clients.</p>		
<p>4.4 Candidates evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p>		
<p>4.5 Candidates utilize food management strategies in preparing meals and food products.</p>		
<p>4.6 Candidates apply cooking and food science principles in preparing meals, food products and food preservation.</p>		
<p>4.7 Candidates demonstrate food safety and sanitation practices in preparing meals and food products.</p>		

4.8 Candidates apply risk management procedures to food safety, food testing, and sanitation.		
4.9 Candidates evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.		
4.10 Candidates apply basic concepts of nutrition and nutritional therapy in a variety of settings.		
4.11 Candidates are familiar with the use of current technology in food product development and marketing.		
4.12 Candidates are aware of factors that influence an athlete's health, fitness, and sports performance.		
4.13 Candidates are aware of event planning from a variety of perspectives including that of planners, hosts, participants, vendors, hotels/facilities, and related hospitality entities.		
4.14 Candidates demonstrate a variety of creative food styling and presentation techniques.		

Standard 5 Textiles and Apparel.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Candidates demonstrate wardrobe management by planning, selecting, and purchasing clothing and accessories; constructing clothing using the elements of art and design principles; and the care of clothing.		
5.2 Candidates demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.		
5.3 Candidates demonstrate the use of the art principles of art and design elements in the merchandising of textiles, products and apparel.		
5.4 Candidates evaluate fiber and textile products, materials and finishes and their effect on performance and appearance.		
5.5 Candidates demonstrate fashion, apparel, and textile design skills.		

Standard 6 Housing, Interiors and Furnishings.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 Candidates determine the functions and types of housing available and design concepts related to available resources and options for individuals, families, and clients.		
6.2 Candidates evaluate the use of housing and interior furnishings and products in meeting specific design needs of clients.		
6.3 Candidates demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.		
6.4 Candidates analyze influences on architecture and furniture design and development.		
6.5 Candidates evaluate client’s needs, goals, and resources in creating design plans for housing, interiors and furnishings.		
6.6 Candidates are aware of the key operations and services provided by a real estate agency.		

Standard 7 Education, Early Childhood Education and Services.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
7.1 Candidates use developmentally appropriate practices to plan education programs and services for infants, toddlers, and Pre-K aged children.		
7.2 Candidates demonstrate the integration of curriculum and instruction to meet learner’s developmental needs and interests at all levels of education.		
7.3 Candidates demonstrate safe and healthy environments for learning.		
7.4 Candidates plan professional development activities for adults.		
7.5 Candidates are aware of techniques used in consulting with clients.		

Standard 8 Food Production Services.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
8.1 Candidates demonstrate food safety and sanitation procedures used in the food industry.		
8.2 Candidates demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.		
8.3 Candidates demonstrate menu planning and techniques based on standardized recipes to meet customer needs.		
8.4 Candidates demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.		
8.5 Candidates demonstrate implementation of food service management and leadership functions.		

Standard 9 Hospitality, Tourism and Recreation.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
9.1 Candidates demonstrate procedures applied to safety, security, and environmental issues related to the hospitality, tourism and recreation industries.		
9.2 Candidates demonstrate practices and skills involved in lodging occupations.		
9.3 Candidates demonstrate practices and skills for travel related services.		
9.4 Candidates demonstrate management of recreation, leisure, and other programs and events.		

Standard 10 Family and Consumer Sciences Education.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
10.0 Candidates are aware of the historical, social, and economic foundations of family and consumer sciences education.		

Standard 11 Business Practices.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
11.1 Candidates are familiar with business practices associated with careers in the field of family and consumer sciences.		
11.2 Candidates demonstrate skills used to produce products and provide services in family and consumer sciences related careers.		
11.3 Candidates use different types of media including E-Commerce to market products or provide services to consumers and clients.		
11.4 Candidates apply concepts of quality service to assure customer and client satisfaction.		

