

## **Unit Missions**

### **FCS Mission Statement**

#### **Mission statement**

The mission of the Division is to provide professional education in Family & Consumer Sciences and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for developing competencies that enhance the quality of life.

## **Learning Outcomes**

### **BS-FCS-CD 01: LO Understanding of life development stages**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

#### **Learning Outcome**

Identify and assess the stages of human development from conception through adolescence in areas of physical/motor, social, and emotional growth.

GE 1, GE 4, GE 5

#### **Data Collection (Evidence)**

**Lab evaluations:** Using the Child Development Student Assessment form, students are evaluated by child development teachers on their ability to interact well with children and to recognize developmentally appropriate practices when working with children of various ages (Appendix 1). These evaluations are reviewed by faculty to determine areas for improvement.

**Objective examinations:** Students are given exams and asked to write reports to determine their content knowledge concerning the stages of human development. These exams and reports determine the students' basic knowledge of child development. If they do not have at least 70% knowledge of the material, they will not be able to effectively apply the knowledge with children. The students are required to repeat the course until content and application portions of the course reach at least the 70% level.

-  [Appendix 1](#)

#### **Results of Evaluation**

Final analysis of the points on the student assessment tool over the past three years indicated that at least 70% of the students received an average rating of at least 3.5 out of 5 on the assessment tool. This is considered acceptable, safe to practice. 25% of the students received an average rating of over 4, with a 5 rating being considered outstanding, effective practice. The remaining five percent of the students were considered marginal or unacceptable.

Results of examinations and written reports over the past three years demonstrate that at least 75% of the students are meeting desired content knowledge thresholds.

#### **Use of Evaluation Results**

Lab evaluation forms were last modified to allow consistency in evaluation procedures throughout the student's course of study. These forms, filed in the student's personal folder in the Division office, are used to determine improvement throughout the course of study. This model has been used for four years. Students continue to be evaluated at midterm so that they are informed before the semester's end of any difficulties they may be having. The Child Development Student Assessment tool was reviewed for expansion to incorporate more of the variables that are assessed for the student interns. More space for written comments was also included in the revised form.

Instructional materials and assessment tools are reviewed and revised throughout the year.

#### **Related Items**

-  **GE 01: Critical and Creative Thinking**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**

**BS-FCS-CD 02: LO Developmentally appropriate practices**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Plan and implement activities and administer programs for children that incorporate early childhood principles and are based on developmental needs and characteristics of children.

GE 1, GE 4, GE 5, GE 8

**Data Collection (Evidence)**

**Lab evaluations:**

Using the Likert-type Child Development Student Assessment form, students are evaluated by child development teachers on their ability to recognize and apply appropriate practices when working with children of various ages (Appendix 1). Evaluations are reviewed by faculty to determine areas for improvement. This model has been used for several years.

**Development and implementation of developmentally appropriate projects and activities:**

In the courses 377 Methods and Materials for Preschool Programs and FCS 378 Principles and Procedures of Preschool Programs, students are required to demonstrate that they understand and can apply developmentally appropriate practices to the projects and activities that they create and use with young children. Students' activities are reviewed by child development teachers and peers to determine the level of appropriateness of activities. Child development faculty members also indicate the amount of assistance required by the students in the development of such activities and lesson plans. Students must revise their plans until they receive at least a satisfactory instructor evaluation before the activity is implemented with children.

**Internship Evaluations:**

During their capstone internship experience, students spend 200-400 hours in an early childhood classroom setting. The students observe, interact, teach, and perform all other requirements expected of a teacher. The student is evaluated by the supervising teacher at midterm and the end of the term. The supervising teacher completes the Likert-type Student Internship Assessment form when the student teaches a unit of instruction (Appendix 2). The internship academic supervisor collects the evaluations from the supervising teachers. These forms are filed in the office of the internship supervisor for future reference. At midterm the evaluations are used to give feedback to the student in areas that need improvement. The internship supervisor meets with the individual students to review their progress. At the end of the term the internship supervisor assigns a grade according to the performance of the student. Students are given copies of the evaluations and meet individually with the internship supervisor. Recommendations for improvement are made to help improve students' ability to work with children.

-  [Appendix 2](#)

**Results of Evaluation**

According to lab evaluations, students needed some additional classroom instruction on the development of age appropriate activities. Lab evaluation findings further indicated that students need more opportunities to participate in and/or implement activities and programs that they had developed for children in the classroom. In the next year, students will be required to write and teach additional lesson plans

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Family and Consumer Sciences***

Results of faculty evaluations of student projects indicated that 85% of the child development students in these courses were able to develop their activities without instructor assistance; 10% of the students required activity review by the instructor one or two times before it was satisfactory; 5% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past five years have achieved at least a rating of 3 on the 4-point Likert-type scale (Appendix 2) on their first assessment during their internship experience. This is defined as acceptable, safe to practice. Students who failed to meet these acceptable expectations were required to repeat until acceptable performance was achieved. At the end of the internship experience, 95% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past five years from the internship evaluations, the following recommendations were made and changes implemented accordingly:

1. In the area of dependability, students need to understand the importance of their consistency in working with children and employers.
2. Students need to work with less supervision during their internship experiences.

-  [Appendix 2, Internship Assessment Form](#)

#### **Use of Evaluation Results**

Additional opportunities were created for participation in activities and programs with young children and for implementation of activities and programs for young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth to four years of age. Increased opportunities were created for students to visit local kindergarten classrooms and share activities on particular topics related to evaluation findings, such as the need for exposure to age-appropriate activities. Students were required to write and teach additional lesson plans.

Additional class time is dedicated to the instruction of creating developmentally appropriate activities. Blackboard is used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children.

Faculty determined several years ago that students cannot successfully take over 12 semester hours, including the internship hours, during their internship semester. Student interns are now required to meet as a group six times with the internship academic supervisor to receive detailed instructions regarding internship requirements, which is an increase from the earlier requirements.

There is consideration of requiring all interns to work for 400 hours rather than 200, increasing the credits from 3 to 6.

Before reporting to the internship site, interns must meet once individually with the academic supervisor to discuss specific requirements and to address questions. Internship rubric and evaluations have been modified to help students understand the expectations prior to their evaluations. A packet of expectations that the student must meet has been developed for the supervising teacher. The supervising teacher is encouraged to allow the student to work independently. Meetings are held by the internship academic supervisor and the supervising teacher when an adequate level of independence is not being allowed. The evaluation form was revised last year to accommodate more written comments from the Child Development teachers.

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The Student Internship Assessment Form was revised and the Likert-type scale was changed from the four point scale in the Appendix 2 form to a five point scale for the next year, as seen in Appendix 3.

-  [Appendix 3 Internship Assessment Form](#)

#### **Related Items**

-  **GE 01: Critical and Creative Thinking**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**
-  **GE 08: Perspectives**

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### **BS-FCS-CD-03: LO Professional Development**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

#### **Learning Outcome**

Identify and assess the level of professionalism that students possess and identify knowledge and skills needed in the workforce.

#### **Data Collection (Evidence)**

**Portfolios:** Students in FCS 447 Professional Development are required to compile a professional portfolio composed of assignments that showcase the skills and knowledge they have acquired during their program of study. Each portfolio is evaluated by two instructors in the Division in addition to the course instructor. A 100 pt. rubric is used for evaluation and all three reviewer scores are averaged. The purpose of a professional portfolio is to provide evidence of professional skills and knowledge, including organizational skills, communication skills, presentation skills, teaching skills, and marketing skills. Documents include examples of assignments, internships, and work experiences completed during college.

#### **Results of Evaluation**

The results of the portfolio over the past three years demonstrate that at least 70% of the students achieved a grade of at least 80% on the portfolio.

#### **Use of Evaluation Results**

The instructional materials, rubrics, and other evaluative materials are reviewed annually.

#### **Related Items**

-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**

**BS-FCS-FM 01: LO Requirements and skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Identify responsibilities and demonstrate skills necessary for a variety of positions in the fashion industry.

GE 1, GE 2, GE 4, GE 5

**Data Collection (Evidence)**

Internship Evaluation; Internship Manual; Research papers;

Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments. (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective rating sheet is used by the instructor to objectively evaluate research papers.

-  [appendices](#)

**Results of Evaluation**

Over the past twelve years, 90% of the student interns have been rated above average or higher on their evaluation forms by employment supervisors. 90% of these students were also rated satisfactory or higher on their internship manuals by their academic advisor and employment supervisors. Based on an evaluation rating sheet, 80% of students earned a grade of 80% or higher from the instructor on their career research papers.

**Use of Evaluation Results**

In the past two years, an in-depth research project was added to enhance their knowledge base and improve their written communication skills.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 02: Communication**



**GE 04: Inquiry and Technology**



**GE 05: Self**

**BS-FCS-FM 02: LO Merchandise selection**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Correctly evaluate and select merchandise based on individual and family values and lifestyles.

**Data Collection (Evidence)**

Students develop a style and design portfolio and perform a wardrobe analysis, creating an accompanying portfolio. Class projects and case studies are assigned. An objective evaluation form is used to evaluate portfolios and projects.

**Results of Evaluation**

80% of students produced portfolios and projects that earned a grade of 80% or higher by the instructor.

**Use of Evaluation Results**

Wardrobe analysis project has been amended several times to incorporate revised software and other available tools.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 04: Inquiry and Technology**



**GE 06: Social Institutions**



**GE 10: Values**

**BS-FCS-FM 03: LO Consumer acceptance theories**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Correctly identify theories of change which have impact on consumer acceptance.

**Data Collection (Evidence)**

Trend board development; Various class portfolios; Style portfolio; An objective evaluation form is used to evaluate trend boards, portfolios and projects. Some trend boards are submitted to Dallas Fashion Career Day, where they are judged by professionals.

**Results of Evaluation**

Trend boards and projects required all students to satisfactorily design or construct projects that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design last year. At least 80% of students earned a grade of 80% or higher on the trend board assignment. At least 80% of students earned a grade of 80% or higher on their portfolio assignments.

**Use of Evaluation Results**

Current assessment methods are continually evaluated. Current assessment methods are considered satisfactory.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 04: Inquiry and Technology**



**GE 06: Social Institutions**



**GE 07: Cultural Awareness**



**GE 08: Perspectives**

**BS-FCS-FM 04: LO Apparel industry roles**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Correctly identify the roles of manufacturers, retailers and consumers as related to the apparel industry.

**Data Collection (Evidence)**

Internship evaluation; Internship manual; Research papers; Using specific competencies that have been suggested by our Division's Advisory Council over the years, the employment supervisors rate each student intern using a 4-point Likert-type scale and provide feedback comments (Appendix 3). An objective evaluation form is used by the instructor and the employment supervisor to evaluate internship manuals. An objective evaluation form is used to evaluate papers.

-  [appendices](#)
-  [appendices](#)

**Results of Evaluation**

Over the past thirteen years, 90% of student interns have been rated 3 (above average) or higher on their 4-point Likert type evaluation forms by employment supervisors. 95% of student interns were rated above average or higher on their internship manuals by their academic advisor. At least 80% of the students have earned a grade of at least 75% on their research papers.

**Use of Evaluation Results**

Additional readings have been assigned in class to enhance knowledge base for research papers and knowledge of current issues in the industry.

**Related Items**

-  **GE 01: Critical and Creative Thinking**
  -  **GE 04: Inquiry and Technology**
  -  **GE 06: Social Institutions**
  -  **GE 08: Perspectives**
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**BS-FCS-FM 05: LO Business and creative concepts**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Effectively design, prepare and present activities which incorporate business and creative concepts.

**Data Collection (Evidence)**

Design portfolio; Historic costume portfolio; Style portfolio; Historic costume project; Trend board project; Apparel Design workshop. An objective evaluation form is used to evaluate portfolios and projects by the instructor. Professional Development Portfolios are evaluated by three faculty members in the Division, using an objective evaluation form.

-  [appendices](#)

**Results of Evaluation**

80% of students earned at least a grade of 80% or higher from their instructor on class portfolios and projects; 90% of students earned a very satisfactory or higher rating on class portfolios and projects; The results of the portfolio over the past three years demonstrate that at least 90% of the students achieved a grade of at least 80% on the Professional Development portfolio.

**Use of Evaluation Results**

Students who earned less than 80% on portfolios and projects received additional instructions for increasing their knowledge and improving their skills in areas of deficiency.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 02: Communication**



**GE 04: Inquiry and Technology**



**GE 06: Social Institutions**

**BS-FCS-FM 06: LO Product knowledge**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Effectively evaluate the impact of fabrication, design and the function of apparel and/or textile products on human behavior and lifestyles.

**Data Collection (Evidence)**

Lab notebook; Exams;

An objective evaluation form is used to evaluate notebooks.

**Results of Evaluation**

80% of students earned a grade of 80% or higher from their instructor on textile lab notebooks. 70% of students earned at least an 80% or higher on their textile exams.

**Use of Evaluation Results**

Students who earned less than an 80% grade on notebooks received additional instructions for increasing their knowledge in areas of deficiency.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 04: Inquiry and Technology**



**GE 07: Cultural Awareness**



**GE 08: Perspectives**

**BS-FCS-ND 01: LO Nutritional care process**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Effectively perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

**Data Collection (Evidence)**

95% of students will receive a mean average  $\geq 4$  out of 5 on the preceptor evaluation for patient assessments.

95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments.

-  [appendix 4](#)

**Results of Evaluation**

95% of students met the benchmark for both assessment and diagnosis.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations. Faculty will continue to bring new knowledge and technology to the program and incorporate these into student learning activities to allow attainment of required competencies.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 04: Inquiry and Technology**



**GE 05: Self**

**BS-FCS-ND 02: LO Nutrition interventions**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Effectively plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

CRD 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

**Data Collection (Evidence)**

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N. D.) the faculty preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

**Results of Evaluation**

95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations. Based on the results of evaluations, the faculty may increase the number or specific types of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.).

**Related Items**

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**

**BS-FCS-ND 03: LO Nutritional cultural diversity**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Successfully develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

**Data Collection (Evidence)**

Class assignments include role-playing of employee disputes, problem-solving steps, employee scheduling and other foodservice management functions. Students develop a professional portfolio with written documentation of these experiences as well as accounts of their onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific Supervised Practice rotation.

**Results of Evaluation**

95% of students will receive a mean average of  $\geq 4$  on the preceptor evaluation for nutrition diagnosis in assessments. Faculty preceptors indicated that student experiences in commercial/institutional kitchens/bakeries prior to beginning the rotation are very helpful.

Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of the spring semester 2006 to gain foodservice experience.

**Use of Evaluation Results**

Based on the results of the 2012 evaluations, faculty have continued to implement more “hands-on” projects within foodservice organizations prior to the beginning of the Supervised Practice. To facilitate this, more hands-on experiences have been integrated into the program. These will allow the students to gain experiences and apply content in both retail and institutional foodservice operations. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 02: Communication**



**GE 04: Inquiry and Technology**



**GE 05: Self**

**BS-FCS-ND 04: LO Guidelines and literature**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Appropriately apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

**Data Collection (Evidence)**

Students complete a minimum of 10 nutrition assessments and case studies during Supervised Practices (FCS 477 and FCS 479), and formally present one of these case studies to faculty, preceptors, and local registered/licensed dietitians. Using specific competencies developed by the Academy of Nutrition and Dietetics (A.N.D.), the faculty preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

**Results of Evaluation**

95% of the students received scores of "met" or "exceeded entry-level requirements" on their nutrition assessment competency. 85% of the students received a grade of 80% or higher on their written case study and on their case study presentation.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations. Based on the results of future evaluations, the faculty may increase the number or specific types (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) of nutrition assessments and case studies required. Since the number of hours in FCS 479 (clinical aspect of Supervised Practice) was increased from 360 to 540 hours to provide for adequate hands-on experience in medical nutrition therapy.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 04: Inquiry and Technology**



**GE 05: Self**

**BS-FCS-ND 05: LO Food service plan**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Develop a realistic plan to provide or develop a product, program or service that includes a budget, staffing needs equipment, and supplies.

**Data Collection (Evidence)**

Students develop a business plan and budget for a mythical business of their choosing. Students develop a professional portfolio with written documentation of the business plan, budget and other necessary elements. The contents of the portfolio are evaluated by the instructor using a rubric that is in concert with the ACEND competencies for the specific Supervised Practice rotation. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478).

**Results of Evaluation**

80% of the students received a grade of 75% or higher on their business plan portfolio. 95% of the students in Supervised Practice rotations received scores of "met" or "exceeded entry-level requirements" on this competency.

**Use of Evaluation Results**

Based on the results of the prior year's evaluations, faculty members determined that there was a need for increased exposure to business planning from a grant/regulatory standpoint. Additional experiences were added to the course FCS 460 Management in Nutrition/Dietetics. They also had a workshop on writing business plans. These activities allowed the students to gain experiences and apply content knowledge in both retail and institutional foodservice operations. Faculty preceptors indicated that students would benefit from information integrated from Small Business Administration for business development, financial sustainability and market demand. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations).

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 03: Quantitative Skills**



**GE 04: Inquiry and Technology**



**GE 05: Self**



**GE 06: Social Institutions**

**BS-FCS-ND 06: LO Environment**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

**Data Collection (Evidence)**

Students in FCS 360 Quantity Foods participate in laboratory experiments, menu design for catering, and produce catering events for DSU and Cleveland community events. Students include these events in the professional portfolio, in which written documentation of the menu, budget and other necessary elements can be found. Additionally, content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478). Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation

**Results of Evaluation**

At least 80% of the students in FCS 360 earned an average grade of 80% on these projects in the course. 95% of the students received scores of "met" or "exceeded entry-level requirements" on this competency in their Supervised Practice rotation. Students have been successfully utilizing the Ada Swindle Mitchell Foods Laboratory since the beginning of spring 2006 to gain foodservice experience.

**Use of Evaluation Results**

Facility preceptors indicated that students would benefit from prior exposure to commercial/institutional kitchens/bakeries prior to beginning the SP rotation.

Based on the results of the 2012 evaluations, faculty members determined that there may be a need for more "hands-on" projects within foodservice organizations prior to the beginning of the Supervised Practice. Students are now utilizing the Foods Laboratory to provide catering for a number of functions on campus. A standardized third-party evaluation process will be developed (similar to that used in the Supervised Practice rotations) so that the recipient of the catered function can provide objective and subjective (taste and presentation) feedback.

**Related Items**

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**

**BS-FCS-ND 07: LO Sanitation**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**

Effectively perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

**Data Collection (Evidence)**

Students participate in laboratory experiences that include food preparation, sanitation and service. Many of these experiences are linked to catering events, which are documented in the professional portfolio. Content knowledge from this experience is evaluated as part of the students' onsite experiences within the Supervised Practice in Foodservice Management (FCS 478) and by the completion of the ServSafe® Certification. Portfolio contents are evaluated in concert with the A.N.D. competencies for the specific SP rotation.

**Results of Evaluation**

At least 90% of students in the SP must receive a mean average score of 3 out of 5 or higher on evaluation for a safety and sanitation inspection. In addition, all students become ServSafe® Certified prior to or during the Supervised Practice FCS 478. The ServSafe® program has become the industry standard in food safety training and is accepted in almost all United States jurisdictions that require foodservice employee certification. The ServSafe® program provides accurate, up-to-date information for all levels of students/employees on all aspects of handling food, from receiving and storing to preparing and serving.

**Use of Evaluation Results**

Faculty members are pleased with the results of the 2012 evaluations, in which all of students successfully completed the ServSafe® program certification. We also now offer the ServSafe® training in-house. Based on future results, the faculty will determine necessary changes in laboratory experiences.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 03: Quantitative Skills**



**GE 04: Inquiry and Technology**



**GE 05: Self**



**GE 06: Social Institutions**

## **Gen Ed Learning Outcomes**

### **FCS\_215\_GE03: Quantitative Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

#### **Data Collection**

Students in Personal Finance are required to complete a personal budget. They are required to calculate their income and expenses, then to construct and analyze a realistic, workable personal budget. These budgets are evaluated by the instructor for quantitative accuracy, and to make sure that they look realistic and workable. They receive a percentage grade.

-  [Budget Assignment](#)
-  [syllabus](#)

#### **Results of Evaluation**

The average percentage grade earned by students in personal finance for the academic 2012-13 year was 93%, indicating that the students showed good understanding of the budgeting process and the quantitative skills required in its completion.

#### **Use of Results**

In the future, the instructor will evaluate budgets thoroughly to determine which areas presented opportunities for more detailed instruction.

#### **Related Items**

 **GE 03: Quantitative Skills**

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### **FCS\_215\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies.

#### **Data Collection**

In FCS 215 Personal Finance, students are required to review research literature in the library or through the electronic data bases related to areas of personal finance. They are to analyze the findings and write a reaction paper related to the articles. Their paper should be based on their personal insights and responses to the information.

-  [Reaction Paper](#)
-  [syllabus](#)

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Family and Consumer Sciences***

#### **Results of Evaluation**

The students' papers were evaluated and given a percentage grade. Grades were based on the following criteria: 1) The quality of the article selected, 2) grammatical correctness of the writing, 3) personal reaction to content in the paper, and 4) following guidelines for the assignment.

Results showed that 78% of the students completed the assignment. Of those who completed it, the mean percentage grade earned was 77%.

#### **Use of Results**

Based on results, the goal for next year's group of students will be 95% completion, with at least 80% of the students receiving 80% or higher on the assignment.

#### **Related Items**



#### **GE 04: Inquiry and Technology**

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#### **FCS\_270\_GE05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

#### **Data Collection**

In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students are given the assignment of writing a reaction paper. They are to search the library and the electronic databases to find two related articles from journals and periodicals concerning middle aged adults. The paper should be self-reflective and include the student's response to the information. It should reflect their insights, opinions, and reactions.

Papers are evaluated and given a percentage grade, based on the following criteria:

- quality of the article selected
- grammatical correctness of the writing
- personal reaction to content in the paper
- degree to which student followed instructions

-  [Reaction Paper](#)

-  [Syllabus 270](#)

#### **Results of Evaluation**

84% of the students in the class completed the assignment. Of those completed assignments, the average grade was 94%. The results indicate that most of the students understood the assignment and were reflective in their analyses and writing. A goal for the next year's group of students is that 94% of the students will complete the assignment, with the average grade to be at least 90%.

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**Department: Family and Consumer Sciences**

**Use of Results**

Results of this assessment will be used to determine the areas that students are mastering, and areas that need to be strengthened. Evaluation of the number of students not submitting assignments will be used to further encourage all students to complete all assignments.

**Related Items**



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** FCS\_270\_GE08: Perspectives**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social.

**Data Collection**

In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students in the course are given the assignment of interviewing an elderly person.

They are then asked to write a reaction paper in response to the information that they acquired during this interview. The paper should reflect the perspective of the student interviewer and the life perspective of the interviewee. The student should synthesize what they have learned academically regarding the aging process and what perspective they have gained from the personal interview.

The papers are evaluated and given a percentage grade based on the following criteria:

- clarity with which personal thoughts and feelings were expressed in writing
- degree of insight and perspective shown in the paper
- grammatical correctness of the writing
- degree to which instructions were followed

-  [Interview Paper](#)

**Results of Evaluation**

Analysis of the assignments submitted indicated that 85% of the students completed the assignment. Of those who completed the paper, the mean percentage grade was 86%.

**Use of Results**

Based on the results, the goal for next year's class is for at least 95% of the students to complete the assignment, with at least an average percentage grade of 85%.

## **FCS\_270\_GE08: Perspectives**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social.

### **Data Collection**

In FCS 270 Individual and Family Development, two of the objectives are as follows:

- Describe the developing person at different periods in the lifespan
- Provide a perspective on the changes that take place during an individual's life from birth to death

Students in the course are given the assignment of interviewing an elderly person.

They are then asked to write a reaction paper in response to the information that they acquired during this interview. The paper should reflect the perspective of the student interviewer and the life perspective of the interviewee. The student should synthesize what they have learned academically regarding the aging process and what perspective they have gained from the personal interview.

The papers are evaluated and given a percentage grade based on the following criteria:

- clarity with which personal thoughts and feelings were expressed in writing
- degree of insight and perspective shown in the paper
- grammatical correctness of the writing
- degree to which instructions were followed
-  [Interview Paper](#)

### **Results of Evaluation**

Analysis of the assignments submitted indicated that 85% of the students completed the assignment. Of those who completed the paper, the mean percentage grade was 86%.

### **Use of Results**

Based on the results, the goal for next year's class is for at least 95% of the students to complete the assignment, with at least an average percentage grade of 85%.

### **Related Items**

 **GE 08: Perspectives**

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 **FCS\_325\_GE05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

**Data Collection**

Students in FCS 325 Marriage, Family and Sex Education are required to write a 450 word reaction paper related to the area of human intimacy. The article should come from research journals in the library or from an electronic database. In the paper, they are to share their reactions based on their personal feelings and thoughts about the article. They are to self-reflect about the subject. Papers are evaluated by the instructor, based on quality of the article selected, grammatical correctness of the writing, personal reaction to content in the paper, how well you followed instructions. Papers are given a percentage grade.

-  [Reaction Paper](#)
-  [Syllabus 325](#)

**Results of Evaluation**

The instructor analyzed how many students completed the reaction paper, and calculated the mean grade. Over both semesters, 82% of the students completed the assignment. Of those who completed the paper, the mean grade was 94%, with students showing good insight.

**Use of Results**

For the next year, the instructor will further encourage all students to complete the assignment, with a goal of 94% completion, and at least an average percentage grade of 90.

**Related Items**

 **GE 05: Self**

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 **FCS\_325\_GE06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government.

**Data Collection**

Since marriage and family are social institutions, the data used to assess students' level of understanding of marriage and family, how those institutions are described, and how they function within the macro-environment includes both calculating the mean final course grade, and calculating the mean percentage of all of the tests given during the semester.

The goals are for the mean of all students' course grades to be at least 75% and for the mean test grade to be 75%, with at least 95% of the students completing all online tests.

-  [Syllabus FCS 3235](#)

**Results of Evaluation**

Analysis of the test grades in FCS 325 revealed that 89% of the students completed all five tests online.

The mean average of the completed five test grades in the course was 76%.

The mean overall course grade for the students who were enrolled in FCS 325 was 75%.

**Use of Results**

Tests will be examined to determine if any of the questions need further coverage in the course. Course grades will also be examined on a regular basis, to make sure content is being covered adequately.

**Related Items**

 **GE 06: Social Institutions**

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 **FCS\_343\_GE05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

**Data Collection**

In Nutrition and Physical Fitness, students are required to complete two assignments that help them gain insight about themselves. Both of the projects focused upon self-improvement. The first assignment was on individual weight management. Students learned about energy balance through the calculation of appropriate calorie needs and energy usage through physical activity. Students were able to better understand factors that influenced their own weight.

In the second assignment, students were required to compare food labels and terms used on these labels while grocery shopping. This assignment provided the guidance needed to make better choices at the grocery store.

-  [Grocery Store Assignment](#)
-  [Syllabus FCS 343](#)
-  [Weight Management Assignment](#)

**Results of Evaluation**

For both of the assignments, eight-five percent of the students enrolled in FCS in 343 scored a ninety percent or higher. This indicates that the majority of students gained understanding of their own weight and weight management.

From the second assignment on evaluation of food labels, students gained insight regarding food, its label, and its nutritional content.

**Use of Results**

Both of these assignments led the students to better understanding themselves, their choices, and the physical impact of those choices. After completing the weight management assignment, they were also asked to practice these calculations on a friend or family member. They then applied this knowledge to create a menu plan for a friend or family member, which helped to further reinforce their knowledge, and to gain more experience and perspective regarding weight management. After completing the grocery store assignment, many reported that this was extremely informative and that the knowledge gained would be helpful to them in the future. They would be able to use this knowledge to make better food choices for themselves and would be able to share this knowledge with clients or patients in the future.

**Related Items**

 **GE 05: Self**

## **Unit Goals**



### **FCS 2013\_01: Strategies to simulate career-related situations**

**Start:** 7/1/2011

**End:** 6/30/2013

#### **Unit Goal**

Increase strategies in upper-level classes to simulate career-related situations.

COE GP#1, GP#4, GP#5

#### **Evaluation Procedures**

An analysis was made of the upper-level FCS courses that utilize role playing techniques and mock interviews. Exit interviews solicited information from graduates regarding their laboratory, internship, field study, and supervised practice experiences.

#### **Actual Results of Evaluation**

Increase strategies in upper-level classes to simulate career-related situations.

Strategies have been increased to include and enhance the following:

- Students in FCS 447 Professional Development located and reviewed job announcements.
- Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
- Dietetics students found, reviewed, analyzed and reported on current job announcements.
- Students in all areas worked through case study simulations.
- Role-plays and mock interviews were used effectively for Dietetics students in FCS 460 Management in Nutrition and Dietetics and FCS 350 Basic Skills in Dietetic Practice and in FCS 480 Seminar in Nutrition/Dietetics.
- Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported in exit interviews and many indicated on class evaluations that these experiences were helpful in simulating reality-based situations.
- All majors are required to participate in internship/supervised practice situations, and concentrated blocks of time are scheduled in all areas to simulate real job situations.
- The internship manual, syllabi and requirements for child development majors were revised to reflect more real life simulations and more relevant internship experiences.
- The internship evaluation for child development majors was further revised to reflect more real life simulations and more relevant internship experiences.

#### **Use of Evaluation Results**

Faculty have continued to utilize role-plays and other simulation exercises, such as mock interviews, in clinical and management courses and in FCS 447 Professional Development, which is required of FCS majors with concentrations in Child Development and Fashion Merchandising. These exercises are used with Dietetics students in FCS 480 Seminar in Nutrition/Dietetics. All students indicated in exit interviews that these real-life experiences have been very helpful in developing their skills and increasing their knowledge for the workplace.

#### **Related Items**



**SP1.Ind08: Curriculum Development and Revision**

 **FCS 2013\_02: Technological capabilities**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

Add a Blackboard component to identified courses within all FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians. COE GP#1, GP#5

COE 2010 Plan #1: Quality; Capacity: Continue to increase enrollment in online and off-campus programs and expand field experiences, including virtual experiences.

**Evaluation Procedures**

All courses within the Division that now utilize online components were tabulated. Usage of online components within programs was identified. Online courses were also evaluated, using the Quality Matters score sheet.

**Actual Results of Evaluation**

- The National Certification Exam for Registered Dietitians (RD) Practice Exam website was originally made available for Nutrition/Dietetics majors in August 2005. The number of practice exams that have been placed in Blackboard for Dietetics students has now been increased to over 20, and these exams contain over 1300 sample review questions.
- Recommendations for enhancements to online classes were made based on the review of these classes and completion of the *Quality Matters* score sheet.
- Blackboard (Canvas) components have been incorporated into all classes.
- Blackboard (Canvas) has been effectively utilized in the majority of FCS classes for the provision of PowerPoint programs, notes, study guides, quizzes and exams.
- A compilation of FCS course formats revealed that over 30% of the FCS courses are offered online and approximately ten percent are offered in a hybrid format.

**Use of Evaluation Results**

Blackboard (Canvas) provides a communication venue for students and a user-friendly online format to access materials and quizzes. Blackboard (Canvas) was utilized for PowerPoint programs, notes, study guides, quizzes and exams and to continually update the RD Practice Exam website. The RD practice quiz website was used for the completion of over 100 practice exams. RD first-time exam scores need to be raised, and the faculty will continue to utilize Blackboard for practice testing.

Through Blackboard (Canvas) and Wimba, we are strengthening the RD Exam review component of the Nutrition/Dietetics curriculum.

Blackboard (Canvas) will continue to include computerized testing to decrease test anxiety with new testing format.

Blackboard (Canvas) reinforces knowledge base for use in supervised practice (theory to practice).

Through Blackboard (Canvas) and Wimba, review sessions will be opened to graduates who have not yet passed the RD exam, thus promoting good customer service to students and alumni.

Blackboard and Wimba will include more problem based learning to enhance critical thinking skills.

To provide additional review for the RD Exam, a professional review course has been ordered to be integrated into the curriculum and will provide the following:

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- include computerized testing to decrease test anxiety with new testing format
- reinforce knowledge base for use in supervised practice (theory to practice)
- include problem based learning to enhance critical thinking skills

**Related Items**

-   **SP1.Ind02: National / Standardized Test Scores**
  -   **SP1.Ind07: Resources: access to appropriate library and learning resources**
  -   **SP2.Ind04: Degrees**
  -   **SP4.Ind06: Technology infrastructure**
  -   **SP4.Ind09: Institutional review process / Accreditations/IE**
  -   **SP5.Ind01: Distance Education Offerings**
  -    **SP5: Improve the quality of life for all constituents**
  -   **SP5.Ind02: Continuing Education**
  -    **SP5: Improve the quality of life for all constituent**
  -   **SP5.Ind08: Area Priorities (Delta, IHL, or state)**
  -    **SP5: Improve the quality of life for all constituents**
-

 **FCS 2013\_03: Recruitment**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

Continue to enhance and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

COE GP#5

COE Goal #3 Increase overall enrollment in the College of Education by a minimum of 1%.

**Evaluation Procedures**

Compare enrollment data for the current academic year to enrollment data from the prior year.

Evaluate website on a regular basis.

**Actual Results of Evaluation**

There were 98 Family & Consumer Sciences majors in Fall 2012 compared to 104 majors in Fall 2011. These represents a 16% decrease. There were 94 Family & Consumer Sciences majors in Spring 2013 compared to 95 majors in Spring 2012. This is nearly level enrollment. The enrollment in Family & Consumer Sciences courses is nearly even, and the number of majors remained fairly even. Faculty in the Division have continued to evaluate, enhance, and update recruiting materials and the website, meet with DSU Admissions/Recruiting staff about Family & Consumer Sciences programs and maintain presence at recruitment fairs.

**Use of Evaluation Results**

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.
- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Public Relations department to increase and improve their presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.

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- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.
- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached thirteen out of its potential capacity of fifteen. Several inquiries from other potential students have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Hinds Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

**Related Items**

-   **SP2.Ind01: Enrollment**
-   **SP2.Ind04: Degrees**
-   **SP4.Ind07: Website**
-   **SP4.Ind09: Institutional review process / Accreditations/IE**
-   **SP4.Ind14: Marketing, Publicity, Advertising**
-   **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**

 **FCS 2013\_04: Visibility**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

The Division of Family & Consumer Sciences will have increased visibility because of its curricula and its impact on individuals, families, consumers, and the community.

COE GP#1, GP#4, GP#5

**Evaluation Procedures**

Identify presentations made by students and faculty to community colleges, high schools, vocational/technical centers, and community groups, providing information about FCS programs and increasing the public awareness of FCS programs at DSU.

**Actual Results of Evaluation**

Faculty members in all areas work toward participation in events on campus, in the community, region and state and nation to increase visibility.

**Child Development students and faculty participation:**

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. Publicity materials now include information about this achievement.
- Parents of children in the Child Development Center are very active in participating with various events and increasing visibility. Publicity is always sent to local media regarding all of these activities.
- The Child Development Center was selected by the readers of the *Bolivar Commercial* as the best place in Cleveland for child care.
- The faculty in the Division have sponsored and participated in numerous workshops/events in various areas to improve visibility. These are further outlined under Goal #7.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service Learning activities are further delineated in another section.
- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference next year.
- Delta State provides quality training for providers and child care for children, infants through Pre-Kindergarten, promoting the importance of quality education for the very young.

**Nutrition/Dietetics students and faculty participation:**

- The Nutrition/Dietetics students participated in the Fit-Tastic Fridays at Bell Academy, providing nutrition screening, and lessons and activities. They also participated in the physical fitness aspect on an as-needed basis. Publicity information on all events was sent to the Delta State University Public Relations office.

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- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with National Nutrition Month activities in the DSU cafeteria and student union.
- Students assisted the Healthy Campus/Healthy Community Registered Dietitian with the C.O.R.E. program at Bell Academy.
- Several of the Dietetics students and both faculty members attended the annual meeting of the Mississippi Dietetic Association (MDA).
- The Dietetics program had an informational table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.).
- Delta State had a recruiting exhibit booth at the MDA meeting.
- Ms. Draughton McPherson and two Nutrition/Dietetics students were asked to participate again with the Art of Living Smart Camp at the B.B. King Museum in 2012, with funding nearly \$10,000. Dietetics students were paid to assist with the camp.
- The Dietetics students set up an informational table at Bolivar County's Annual Rice Luncheon at DSU, which was attended by about 2,000 people.

### **Fashion Merchandising students and faculty participation:**

- The Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2012. Three students each submitted an original apparel design. Delta State students won first, second, and third place awards in the competition
- Talented fashion merchandising students entered designs at Dallas Fashion Career Day, April 2013, sponsored by Fashion Group International and Texas Natural Fiber Producers Association. This event attracts the finest university educators and students from over 40 schools across more than 12 states. The design contest is extremely competitive, and it is a huge honor to win an award of any kind, or to be shown on the runway. Seven fashion merchandising students entered a total of ten designs. Three of these were shown on the runway and two were shown in the mounted exhibit.
- One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.
- One student had her original menswear design accepted for show in the juried design live gallery at the annual meeting of the International Textile and Apparel Association (ITAA) in 2012. The acceptance rate is about 34%.
- Two fashion merchandising students and the faculty member designed several and coordinated all of the costumes for two campus-wide productions of Delta State's theatre department.
- With a grant from the Cotton Board of Cotton Incorporated, DSU fashion merchandising students produced a large campus-wide fashion show, featuring many original apparel designs. This was televised several times on the local channel. Students also were on a local television channel in the morning to promote the event.
- The Fashion Merchandising students and faculty set up an exhibit of original cotton apparel designs at the Bolivar County Annual Rice Luncheon.
- The Fashion Merchandising faculty set up an exhibit of original cotton apparel designs at the annual meeting of the Delta Council, which is attended by over 1,000 people.

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**Use of Evaluation Results**

Students and faculty made a valuable contribution in marketing Family & Consumer Sciences programs. Successful initiatives were identified and will be continued and expanded and enhanced. The results will be used to continue to impact individuals and families in a positive way. More effort needs to be made to encourage roles of leadership among students and to involve other campus leaders in efforts to improve the quality of life for individuals and families.

**Related Items**

-   **SP4.Ind07: Website**
  -   **SP4.Ind09: Institutional review process / Accreditations/IE**
  -   **SP4.Ind14: Marketing, Publicity, Advertising**
  -   **SP5.Ind06: Community Outreach**
  -   **SP5: Improve the quality of life for all constituents**
  -   **SP5.Ind07: Economic Development**
  -   **SP5: Improve the quality of life for all constituents**
-

 **FCS 2013\_05: Faculty**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

The Division of Family & Consumer Sciences will maintain a strong faculty. The faculty will have excellent communication skills and technological capabilities, facilitating productivity. Each faculty member will also have the necessary depth of professional knowledge in a specific area of specialization, and will exhibit above satisfactory performance in the areas of teaching, scholarship and service.

**Evaluation Procedures**

Annual faculty activity records provide an assessment of the prior year's goal achievement. These indicate credentials acquired, faculty development participation, successful activities in the classroom, and productivity in the areas of scholarly activities and service.

**Actual Results of Evaluation**

The faculty attended a number of professional meetings at the district, state and national levels. Tenured and tenure-track faculty members made refereed presentations at national meetings. They also attended some faculty development workshops or trainings on various topics. Each semester students complete an evaluation of all classes in Family & Consumer Sciences. These assessments are used in faculty evaluations to establish goals when needed. Most student evaluations were very good. Several faculty members submitted grant proposals. The grants that were funded were primarily DSU internal grants. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member is a licensed Marriage and Family Therapist. He provided consultations to the public. The Registered Dietitians also provided consultations to various individuals, groups and agencies on food and nutrition topics. The faculty member in the Food Science area made several presentations at university and community events. One faculty member served on the Board of the Mississippi Association of Family & Consumer Sciences (MAFCS) for 2012. She also served as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences.

**Use of Evaluation Results**

Each faculty member benefits from the knowledge gained and skills acquired at each meeting or workshop attended. In turn, the Division and the University benefit from the faculty member's knowledge and skills as demonstrated in the classroom and in various service activities around the state. The implementation of a performance-responsive reward structure encouraged the faculty to maintain a high level of productivity, and to document all activities. One tenured faculty resigned in 2011, one resigned in 2012, and one other retired in 2012. All of these positions were filled for the 2012-13 year by qualified applicants. The two tenure-track positions were filled by faculty members with doctorates who also are Registered Dietitians.

**Related Items**

-   **SP3.Ind01: Faculty and staff hiring**
-   **SP3.Ind07: Credentials**
-   **SP3.Ind09: Professional development**
-   **SP3.Ind10: Personnel Training -- HR and other**

 **FCS 2013\_06: Electronic journaling and documentation**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

Use technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development, required of all Family & Consumer Sciences majors.

COE GP#1, GP#4, GP#5

**Evaluation Procedures**

The use of technology for the journaling process in practicum/internship/supervised practice experiences and for the completion of the senior level portfolio in FCS 447 Professional Development will be documented.

**Actual Results of Evaluation**

Child Development and Fashion Merchandising students record electronic journals on a daily/weekly basis throughout their internship experiences. Nutrition students in supervised practice also record journals electronically for each practice rotation.

The Child Development and Fashion Merchandising students complete electronic and hard copy versions of their senior level portfolio in FCS 447 Professional Development, making it easier to store and to communicate with potential employers. Students who participate in the fashion merchandising field study experiences are required to keep reflective journals.

The Dietetics majors have specific guidelines from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for completion of a hard copy of their portfolio.

**Use of Evaluation Results**

All Family & Consumer Sciences students will continue to write reflective journals of their supervised practice rotations. This benefits the communication process between the student, the faculty member and the preceptor or facility supervisor(s). In FCS 447 Professional Development and in the internship experiences, the evaluations of students' performances will be partially based on this electronic documentation.

**Related Items**

 **SP1.Ind07: Resources: access to appropriate library and learning resources**

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 **FCS 2013\_07: Community partnerships**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Identify increased opportunities for participation in local health fairs, and other public and community forums (schools, churches, cooperative extension and Chamber of Commerce programs). Contact industry representatives as a means of communicating availability and willingness to participate as community partners.

COE GP#1, GP#2, GP#3, GP#4

**Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

**Actual Results of Evaluation**

All three areas within the Division participated in a number of events and trainings, which particularly focus on early childhood education/child development and health and wellness education. Students in the Coordinated Undergraduate Program in Dietetics and faculty have been involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. Dietetics participation, promoting health and wellness, included:

- Students/faculty participated in several Health Fairs and Screenings throughout the Delta, at various health fairs, nutritional assessments were provided to faculty, staff, and students and DSU, as well as members of the Miss. Delta.
- Dietetics students assisted the Child Development Center with healthy menu planning and the incorporation of more whole grains into the Center's meals.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Community Initiative (HCCI):

- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetics students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.

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- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.

Child Development participation, in an effort to enhance early childhood education:

- Service learning courses within the Division include: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition and FCS 476 Practicum in Child Development Administration.
- The Child Development Center again participated in the Mississippi Child Care Quality Step System (MCCQSS) and earned a four star rating on its five star system. There is only one center in the state serving the same age ranges that has earned a five star rating.
- The Child Development faculty worked with the Child Development Center's Parent Advisory Board to have its annual Eagles and Aces fundraiser, which is a major golf and tennis tournament. This involves a large number of community members, and is a significant fundraiser for the Center.
- The money raised from the Child Development Center's fundraisers went toward renovation of the playground at the Bailey Center, which serves the three and four-year-old children.
- Students participated in a food drive to benefit the Helping Hands Food Bank.

(Faculty service accomplishments are further delineated in Goal #4)

### **Use of Evaluation Results**

More public-oriented nutrition and health classes are planned for the upcoming year.

The general public will become more aware of health-related programs at DSU, and more programs will be generated. Further collaborative efforts are planned in all areas.

### **Related Items**

 **SP5.Ind05: Diversity initiatives**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind07: Economic Development**

 **SP5: Improve the quality of life for all constituents**

 **FCS 2013\_08: Foods laboratory**

**Start:** 7/1/2011

**End:** 6/30/2013

**Unit Goal**

Continue to utilize Ada Swindle Mitchell Foods Laboratory for community and university educational and outreach programs.

COE GP#1, GP#4, GP#5

**Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

**Actual Results of Evaluation**

Numerous events were conducted by students and faculty in the foods laboratories, including:

- The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.
- Several Lunch n' Learn classes were sponsored through continuing education and were open to the public as well as the university. Original recipes were demonstrated and then served to the participants.
- The February meeting of the Student Association of Family and Consumer Sciences was catered by the FCS 360 Quantity Food Procurement and Production class, featuring healthy and economical meals.
- The spring initiation of Kappa Omicron Nu, national honor society for Family and Consumer Sciences, was catered by the FCS 360 class.
- The College of Education Recognition of Achievement Program was catered by the FCS 360 Quantity Foods class.
- "Junior Chefs" was taught as a weeklong class for Kids' College.
- Continued Education has used the laboratory for some of their continuing education classes.
- The meeting of the Delta Center for Culture and Learning was catered by the FCS 360 Quantity Food Procurement and Production class.
- The March Dietetic and Nutrition Workshop held at the Alumni Center was catered by the FCS 360 Quantity Food Procurement and Production class with assistance from dietetic students.
- The ServSafe food safety training and certification examination was open to the community as well as DSU dietetic students and met in the foods laboratory.

**Use of Evaluation Results**

Plan collaborative efforts for the future. Continue the Lunch n' Learn Programs. Develop more classes for Kids' College. Explore student engagement opportunities that utilize the laboratory and enhance student learning. Explore the possibility of offering credit classes on cooking for non-majors.

**Related Items**

 **SP5.Ind02: Continuing Education**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind03: Campus facilities and space for use by external constituents**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind06: Community Outreach**



## **FCS 2013\_09: Wellness**

**Start:** 7/1/2011

**End:** 6/30/2013

### **Unit Goal**

Develop an annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend. This will include participation in the Blue Cross & Blue Shield of Mississippi Foundation's Healthy Campus/Health Community Initiative Nutrition Counseling Center.

COE GP#1, GP#4, GP#5

COE 2010 Plan/Strategies: Identity:

- Continue to build health emphasis through infusion of healthy schools curriculum, delivery of fitness programs, education, and support for campus and local community
- Host Healthy Schools Best Practices Conference for Cleveland School District (fall 2010)
- Continue to provide services to the campus and larger community through the Forest E. Wyatt Health and Wellness Center

### **Evaluation Procedures**

Determine accomplishments of the campus wellness program.

### **Actual Results of Evaluation**

Students in the Division, particularly in the Coordinated Undergraduate Program in Dietetics and faculty were involved in a number of health screenings, health fairs, and community speaking engagements on the subject of nutrition and health/wellness. The benefits from the Nutrition Counseling Center, and other health and wellness programs on campus, as well as those through the Healthy Campus/Healthy Community Initiative were seen on campus and in the community.

Community/public school involvement that was in partnership with the Blue Cross & Blue Shield of Mississippi's Healthy Campus/Community Initiative (HCCI):

- The DSU Health and Wellness Committee was initially charged to develop a university-wide program to increase awareness about health and physical fitness. Out of this committee, the DSU Health Challenge emerged and became an ongoing program to promote health and physical fitness among DSU faculty and staff. This was expanded to students and community by the Healthy Campus/Community Initiative.
- Dietetics students participated in health fairs for the parents at each elementary school in conjunction with a school parent program.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events.

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- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.
- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetic students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students participated in Cafeteria demonstrations for, "eat this not that."
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Dr. Jan Haynes served as Chair of the *Walk it Out Cleveland* campaign for 2012.

Dietetics students also had an informational booth at the annual Delta Rice Luncheon held at DSU. Nearly 2,000 people attend this event.

Many of these accomplishments are further delineated above in Goal #7

### **Use of Evaluation Results**

An expanded Health Challenge and wellness program on the DSU campus will be continued, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate.

### **Related Items**

  **SP5.Ind03: Campus facilities and space for use by external constituents**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

  **SP5: Improve the quality of life for all constituents**

**Section IV.a**

**Brief Description**

**Narrative**

The Division of Family & Consumer Sciences (FCS) contributes to the general mission of Delta State University and the College of Education by producing professionals in Family and Consumer Sciences who can be productive and effective in various positions. Some of these positions are in teaching at preschool and early elementary levels, working with Child Development programs both directly and indirectly, working as dietitians, and working in business and industry to provide goods and services for consumers. The Bachelor of Science degree in Family & Consumer Sciences provides for concentrations in Child Development, Nutrition/Dietetics, and Fashion Merchandising.

The Division also houses and manages the Hamilton-White Child Development Center, which serves as an educational laboratory setting for students studying Child Development, including not only majors, but also students in nursing, elementary education, special education, dietetics, and social work. The relationship between the Child Development curriculum and the Child Development Center is reciprocal. The Child Development Center serves as an academic environment that provides high quality hands-on experiences for students in Child Development. The students assist the teachers in the Center to provide quality instruction to the children. The children in the Center benefit from the additional instructional support. It would be nearly impossible for one to exist without the other.

The Family & Consumer Sciences profession reflects an integrative, synergistic, holistic focus to address basic human needs and persistent and emerging societal issues relevant to the well-being of individuals, families, consumers, and communities. The mission of the Division is to provide professional education in Family & Consumer Sciences, and to provide complementary educational experiences for other disciplines, and to provide individuals opportunity for completing competencies that enhance the quality of life.

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**Section IV.b**

**Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

**Narrative**

**Data and information for division: Family & Consumer Sciences**

**A. Enrollment by Major 2008--2009 through 2012-2013**

Enrollment	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Fall	Spring								
Family & Consumer Sciences Totals	161	149	136	135	122	105	104	95	98	94

**B. Number of Graduates 2008-2009 through 2012-2013**

Family & Consumer Sciences	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Fall	Spring								
Child Development	20	17	5	8	13	12	6	5	6	10
Nutrition/Dietetics	3	2	1	1	5		5	2	2	
Fashion Merchandising	4	1	3	1	2		3	1	3	2
Total	27	20	9	10	20	12	14	8	11	12

The data show that the number of graduates peaked in 2008-09 and has decreased slightly.

**C. Credit Hour Production 2008-2009 through 2012-2013**

Family & Consumer Sciences

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	F	S	Su	F	Sp	Su									
U	1879	1644	270	1434	1656	297	1387	1495	313	1326	1515	281	1275	1431	N/A
G															

The data show that credit hour production increased steadily through 2008, when it peaked in the fall semester.

[Trend data for Family and Consumer Sciences for 2009-2013](#)

**Section IV.c**

**Diversity Compliance Initiatives and Progress**

**Narrative**

1. Describe the special efforts made in 2012-13 to employ, train, and promote members of the “other race.” Eight “other race” staff members were employed by the Division of Family and Consumer Sciences in 2012-13. All of these were employed in the Child Development Center. Three of the staff members in the center are teachers, four are assistant teachers, and one works part-time as a cook. Two of the three student workers employed in the Division of Family and Consumer Sciences during 2012-13 were African-American.

In the Child Development Center, during the 2012-13 term, four children classified as “other race” were part of this program (two of the 66 children in the center are African-American).

2. Describe faculty exchange arrangements between “other race” institutions and indicate the number of faculty members involved.

No formal exchange arrangements exist between the division and “other race” institutions; however, several Family and Consumer Sciences faculty are members of the Mississippi Association of Family and Consumer Sciences and meet with other institutions in coordinating educational efforts in the profession.

3. Describe the special efforts made to assist incumbent minority personnel to upgrade credentials for promotions to higher ranked positions. Indicate the number of employees involved. \ Six teachers and assistant teachers currently have Child Development Associate (CDA) credentials or a Bachelor’s degree in Child Development. Both of the assistant teachers in the center are enrolled in graduate classes.

4. Identify distinguished professorships of “other race” personnel brought to the campus in 2012-13. No distinguished professorships were available in 2012-13.

5. Describe the cooperative programs involving both faculty and students between “other race” institutions and indicate the number of persons involved.

No programs of this sort currently exist in the Division.

6. Identify new programs approved in 2012-13 which have the potential of attracting “other race” students and faculty members.

The Division continues to actively recruit “other race” students and faculty members. New programs were not proposed.

7. Identify and describe efforts and accomplishments in strengthening existing programs and thereby attracting “other race” students and faculty members.

Faculty members in the Division of Family and Consumer Sciences have been actively involved in outreach efforts in the school and community. This activity includes supervising interns placed in off-campus settings, provision of staff development activities and collaboration, consultation efforts with various agencies, and service projects initiated by professional organizations (Student Association of Family and Consumer Sciences and the Student Dietetic Association). These interactions facilitate public awareness of the Division’s programs and attract prospective students and enhance recruitment efforts. The Division has a high ratio (over half) of “other race” students in its programs. The 2012-13 membership of the Coordinated Program in Dietetics is 42% African-American, 52% White, and 6% Hispanic. Nationwide searches have been conducted to fill the three faculty vacancies for the 2012-13 academic year. There has been a very diverse group of applicants who have applied, and a diverse group has been interviewed. From this group, the most qualified applicants have been hired, or were considered. One of the Assistant Professor vacancies was sought by a female Chinese candidate who was not willing to move here. Both of the vacancies were then filled with the two female Caucasian candidates who were the most qualified.

## **Section IV.d**

### **Economic Development Initiatives and Progress**

#### **Narrative**

##### ***One-Year Plan***

The Division plans to continue efforts to maintain the quality of the undergraduate programs. The Division provides professional development opportunities to schools, childcare facilities in the area, and healthcare providers in the area. Quality services are provided to the community through the Child Development Center and the Coordinated Undergraduate Program in Dietetics. The mission of the Dietetics program is to provide dietitians for the Delta. There is a need for those qualified professionals in a variety of facilities in the Delta.

##### ***Five-Year Plan***

The long-term plan includes continuing to provide quality undergraduate programs, as well as providing professional development for educators and community services through the Child Development Center and the Coordinated Undergraduate Program in Dietetics. Use of technology will be emphasized. Equipment will be sought which will enhance the opportunities for faculty and students to use computers and other technological advances in instructional and research settings.

Other efforts in the area of economic development are described below:

The Division employed approximately three students through Work-Study and Regular Student Employment programs. A Graduate Assistantship was awarded to one Master's degree student on campus.

## **Section IV.e**

### **Grants, Contracts, Partnerships, Other Accomplishments**

#### **Narrative**

Faculty members have continued to collaborate within the division, and with other academic units and the community, region and state to work on grant seeking and grant involvement. All faculty members in the Division have worked with Robin Boyles in the DSU Grants Office to explore funding opportunities.

#### **Internal and external funding that was received**

External:

- Ms. Draughon McPherson and Nutrition/Dietetics students worked with the Delta Promise Community & Delta Health Alliance *The Art of Living Smart Grant* with the B.B. King Museum, \$10,000 funding for summer camp 2012. Funding was applied for and also granted for summer 2013 in a similar amount..
- Ms. Stephanie Farris, Director of the Child Development Center, was awarded \$250 from the Crosstie Arts Council for art education.
- Haynes, J. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Requested amount: \$ 15,900 for 2012; \$9,900 was funded from Importer Support Program of the Cotton Board with assistance from Cotton Incorporated. The funding period was all of 2012.
- A white paper on *Building Capacity for Improving Early Childhood Education in the Mississippi Delta* was presented to the Delta Council to seek funding, but was not funded.

Internal:

- Faculty received a total of three Faculty Development Grants with funds totaling about \$2454.

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- Dr. Ensley Howell, Dr. Jan Haynes, Dr. Tommy Taylor, and Ms. Stephanie Farris were recipients of funds from the DSU Foundation Dulce Fund, totaling about \$2000 to be used in the provision of materials and equipment to enhance their instruction.
- All faculty members submitted proposals for DSU research grants to subsidize their travel expenses. Only the two who presented at national conferences in the fall were awarded \$300 research travel grants, since the funds were depleted in the spring semester.
- Dr. Jan Haynes received \$500 from DSU Technology Funds to purchase CAD software for teaching fashion merchandising and apparel design.
- Dr. Virginia Webb and Ms. Stephanie Farris were each awarded \$250 in funding for service projects from the DSU Year of Service committee.

### **External funding applied for that has not been received**

- The King's Daughters and Sons Circle Number Two, Inc.; Grant Application 2012—Requested amount: \$6,857.67 to purchase surveillance equipment for the Child Development Center; not funded. However, a parent of a child in the Center made a \$5,000 contribution, and the Center was able to purchase a new camera surveillance system.
- A white paper on *Building Capacity for Improving Early Childhood Education in the Mississippi Delta* was presented to the Delta Council to seek funding, but was not funded.

## **Section IV.f**

### **Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### **Narrative**

#### **Faculty Service to Area Schools**

The Division provided professional development opportunities to area preschool teachers and administrators. For the past fiscal year, these focused on early childhood education and health and wellness education. Delta State provides quality training for providers and child care for children, infants through Pre-K promoting the importance of quality education for the very young.

Community/public school involvement that was in partnership with the Blue Cross/Blue Shield Healthy Campus/Community Initiative (HCCI) included the following:

- In conjunction with the DSU Dietitian and the Healthy Campus/Healthy Community Initiative, Dietetics students in the Division continued to assist with nutritional assessments for faculty, staff, and students at Delta State University, as well as members of the Mississippi Delta. The Division of Family & Consumer Sciences (FCS) believes that contributions to the health and wellness of the community have an impact on the cost of health care.
- Cleveland School District Showcase; Information on healthy lifestyles was provided at this evening event for all parents and students in the district. Dietetics students had an informational booth.
- Fit-Tastic Fridays; Friday afternoon programs were planned and implemented each week to teach nutrition and physical activity components to students at the Cleveland Career Development and Technology Center. 170 students participated. Dietetics students assisted with these events
- Dietetics students worked with HCCI and Hayes Cooper Center and Parks Elementary and helped with the C.O.R.E. (Centering on Recreation Education and Nutrition) after school program.

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- Dietetics students participated in Delta Health and Wellness Day. This is a community event. Students planned, executed, and collected data. They conducted cholesterol screenings and blood sugar screenings and provided nutrition information. They also aided in planning the event.
- Dietetics students participated in the development of the Nutrition Counseling Center. One student researched software, and another researched educational materials. They also participated in dietetic counseling sessions with the Healthy Campus Dietitian.
- Dietetics students participated in the BEEP Girl Power weekend by providing healthy snacks and educational materials for the Center for Community Economic Development.
- Dietetics students assisted with the BELL Academy Health Awareness Day and the Walk to School Day by educating parents and children on nutrition.
- Saturdays in the Park; All area children and their parents were invited to participate in these events that were hosted at different area parks each time.

Child Development participation, in an effort to enhance early childhood education:

Service learning courses within the Division include: FCS 330 Infant Development, FCS 377 Methods and Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition and FCS 476 Practicum in Child Development Administration.

The Dietetics faculty sponsored a continuing education class to become Serv-Safe certified. This was open to the public, providing a local and inexpensive service to area food service providers.

### **Section IV.g**

#### **Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

#### **Narrative**

**All applicable strategic plan data have been addressed with "SP" under Section III: "Goals for the Current Year."**

### **Section IV.h**

#### **Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

#### **Narrative**

FCS Curriculum Committee: Records archived in Chair's office

FCS Advisory Board: Records archived in Chair's office

Child Development Center Parent Advisory Board: Records archived in Child Development Center Director's office

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**Section V.a**

**Faculty (Accomplishments)**

Noteworthy activities and accomplishments

**Narrative**

Faculty

2012-2013

Full time faculty

Janice Haynes, Ph.D	Fashion Merchandising
Stephanie Farris, M.Ed.	Director of Preschool Programs; Instructor, Child Development
Ensley Howell, Ph.D., R.D., L.D.	Director of Dietetics Program/Nutrition/Dietetics
Tommy Taylor, Ph.D.	Marriage and Family
Virginia Webb, Ph.D., R.D.	Food Science/Food Service

Adjunct faculty

Leigh Pickard, M.S., R.D.	Nutrition/Dietetics
Jacinda Roach, Ph.D.,R.D.	Nutrition/Dietetics
Gina Wack, M.S., R.D.	Nutrition/Dietetics
Carrie-Grace Washer, M.S.	Child Development

Staff

Patricia Webster	Senior Secretary
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Administration

Janice B. Haynes, Ph.D.	Division Chair
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There is no request for any change of status of faculty or for any new full-time positions.

**Teaching**

**Technology enhanced courses**

Projectors and screens have been implemented in nearly all classrooms. PowerPoint was used on a regular basis for most classes.

Blackboard (now Canvas) was utilized in all classes for the provision of power point programs, notes, study guides, quizzes and exams. Several FCS classes now are offered online, in addition to in the classroom. WIMBA was implemented during 2011-12 to enhance online teaching. This was used a great deal by Nutrition/Dietetics faculty and students in their intensified review efforts. This will be used increasingly for these purposes. All faculty members are now equipped with iPads. These offer many apps that are extremely helpful in the classroom, such as electronic textbooks, instructional resources, periodicals, etc.

**Collaborative/Team Teaching**

Guest speakers who are expert practitioners in Nutrition/Dietetics are frequently brought in to teach particular competency areas in that field.

**Creative scheduling**

The greatly expanded use of Blackboard extended the time flexibility for students and faculty in many classes. One winter intersession class is taught in a concentrated one week time format.

**Faculty Evaluations**—include student rating

For fall 2012, most faculty averaged ratings between 4 and 5 on a 5 point scale. Most student comments were positive. All online courses were reviewed. Faculty self-evaluated courses; then all full-time faculty members reviewed the courses using the Quality Matters Rubric. Recommendations for improvements were made. Faculty are continuing to incorporate these changes. The College has requested that online courses all include certain elements, and these were incorporated in the summer 2013 courses.

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The Division Chair also visited and evaluated one class of each instructor during the year. Reports were given to the instructors and included in their annual evaluations. Most observations and comments were very positive. Some constructive suggestions were made to the instructors.

#### **Faculty Meetings**—retreats, etc.

FCS faculty met regularly throughout the year. Additional communication was conducted via email and personal conversations. Faculty also had an annual meeting with its advisory board.

#### **Curriculum/Accreditations, Ratings**—

- The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009. The Child Development Center was granted NAEYC accreditation in 2010 for five years. It successfully completed its annual report in 2012.
- The Coordinated Undergraduate Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE). The Dietetics Program will go up for re-accreditation in 2014.
- The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will go up for re-accreditation in 2014.
- The Child Development Center (CDC) enrolled in the Mississippi Child Care Quality Step System (MCCQSS) in 2009 and was one of only seven child care centers in the state to be awarded a four star rating in 2012. Only one center serving the same full range of ages (0-five years) has earned a five star rating. Consultants are being brought in to work on the areas that presented a challenge.

#### **Awards/Honors/Noteworthy Accomplishments**

- April 2013: Seven fashion merchandising students entered a total of ten designs at Dallas Fashion Career Day 2013 sponsored by Fashion Group International and Texas Natural Fiber Producers Association. Three of these were shown on the runway and two were shown in the mounted exhibit.
- April 2013: One DSU fashion merchandising student won third place in the annual Fiber Trend Board Competition at the Dallas Fashion Career Day for his cotton trend board.
- February 2013: At the Mississippi Association of Family and Consumer Sciences (MAFCS) conference, February 2013, three fashion merchandising students entered original designs in the student design competition. They placed first, second and third.
- November 2012: One fashion merchandising student had an original menswear design accepted and shown at the International Textile and Apparel Association juried design competition, which has an acceptance rate of 33%.
- DSU Hamilton-White Child Development Center received the “People’s Choice” Award for excellence in child care services from the *Bolivar Commercial*.

#### **Scholarship**

##### **Publications**

Haynes, J. Author and subject matter expert for textbook chapter (2013). Sizing and fit: Keys to competitive advantage. In P. Brown & J. Rice (Eds.), *Ready-to-wear apparel analysis, 4<sup>th</sup> ed.* (Ch. 6). Upper Saddle River, NJ: Pearson, Prentice Hall.

##### **Publication Review**

Haynes, J. (2012) Reviewer of textbook prospectus for Pearson Publishers.

Howell, E. (2013) Reviewer for the Academy of Nutrition and Dietetics position paper, Food and Nutrition Programs for Community-Residing Older Adults to be published in the *Journal of Academy of Nutrition and Dietetics*.

##### **Presentations**

##### **Juried Presentations with Abstracts in Proceedings:**

##### **National:**

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Haynes, J. (Faculty sponsor for juried undergraduate student apparel design). (2012, November). Gorton, J.A. Gator dude, *No One is an Island 2012 Design Exhibition Catalog* online, International Textile & Apparel Association (ITAA), Honolulu, Hawaii.

Haynes, J. (Juried apparel design). (2012, June). Connections, *Connecting Professionals: Leadership in Action*, 2012 Program of the American Association of Family and Consumer Sciences (AAFCS), p. 39.

#### **Juried Presentations**

Howell, E. (2012, October). *Review of the Nutrition Component in the Preparation of Secondary Health Education Teachers in Mississippi*. Academy of Nutrition and Dietetics (A.N.D.) Food and Nutrition Conference and Exposition, Poster Session, Philadelphia, Pennsylvania.

Howell, E. (2012, July). *Following a Gluten-Free Diet: Practical Help for School Nutrition Employees*. School Nutrition Association Annual National Conference, Denver, Colorado.

Taylor, T. (2013, April 17). *Financial Literacy among College Students: Comparisons by Gender, Race, Age and National Norms*.

Annual Conference of the Society of Business, Industry, and Economics, Destin, Florida.

#### **Invited Presentations**

Haynes, J. (2012, June). Participated as an invited speaker on an expert panel regarding university accreditation at the Collegiate Assembly of the American Association of Family and Consumer Sciences, Indianapolis, Indiana.

#### **State:**

##### **Presentations**

Pickard, et al (Haynes, Co-author on Poster Presentation) (2011, October). Co-author on Poster Presentation

*Fit-Tastic Fridays: A Multidimensional approach to teaching health*. Mid-South Education and Research Association Conference, Oxford, MS

#### **Service**

##### **Service to the Profession**

(1) Serving on state, national, regional committees:

Haynes, J. Served as a volunteer at the Dallas Fashion Career Day 2012; 2013

Haynes, J. Human Science Cluster Taskforce, Mississippi Office of Vocational Education and Workforce

Development

Haynes, J. (2013, February). Submitted brief statement to the *FACS*, newsletter of the American Association of Family and

Consumer Sciences regarding the value of university accreditation.

Howell, E. Member, Nutrition and Dietetic Educators of Practitioners Practice Group of the Academy of Nutrition and Dietetics

Webb, V. Advisory Council Board, Dietetic Internship, Louisiana Tech University, Ruston, LA

Webb, V. School Nutrition Services Dietetic Practice Group of the Academy of Nutrition and Dietetics

Webb, V. Dietetic Educators of Practitioners Dietetic Practice Group of the Academy of Nutrition and Dietetics

(2) Holding offices, chairmanships, etc.

Haynes, J. Secretary, Collegiate Assembly, American Association of Family and Consumer Sciences, 2011-present

Haynes, J. Mississippi Association of Family and Consumer Sciences, Registration Chair 2012-13

McMillen, E. Session Chair, Rural Sociological Association Annual Meeting, 2012

(3) Membership

Farris, S. Mississippi Early Childhood Association

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Farris, S. Mississippi Professional Educators  
Haynes, J. American Association of Family & Consumer Sciences  
Haynes, J. Mississippi Association of Family & Consumer Sciences  
Haynes, J. American Collegiate Retailing Association  
Haynes, J. International Textile and Apparel Association  
Howell, E. Academy of Nutrition and Dietetics (A.N.D.)  
Howell, E. Mississippi Academy of Nutrition and Dietetics  
Howell, E. Dietetic Educators of Practitioners Practice Group, 2005-2011  
McPherson, D. Academy of Nutrition and Dietetics (A.N.D.)  
McPherson, D. Mississippi Academy of Nutrition and Dietetics  
Webb, V. Academy of Nutrition and Dietetics (formerly American Dietetic Association)  
Webb, V. American Association of Family and Consumer Sciences  
Webb, V. Mississippi Academy of Nutrition and Dietetics  
Webb, V. School Nutrition Association

**Service to the University**

(1) Service that affects the university

Farris, S. Represented the college and the division at the Universities at the Capital Day, 2013  
Farris, S. Worked with the Child Development Center Parent Advisory Board and Fundraising

**Committees**

Haynes, J. Chair, Walk it Out Committee for Healthy Campus/Healthy Community Initiative  
Haynes, J. University Tenure and Promotion Committee member  
Haynes, J. Directed Costume Coordination for the DSU Theatre Department's fall 2012 production  
Haynes, J. DSU College of Education Recognition of Achievement Program, Chair, Decorations  
Haynes, J. Faculty Advisor for Division's Student Association of Family and Consumer Sciences  
Haynes, J. DSU Faculty Senate Proxy  
Howell, E. DSU Health and Wellness Committee  
Howell, E. Faculty Advisor for Division's Student Dietetic Association  
Howell, J. Hamilton-White Child Development Center Nutrition Consultant  
Taylor, T. DSU Alumni Association  
Taylor, T. DSU Faculty and Staff Benefits Committee  
Taylor, T. DSU Courtesy Committee  
Taylor, T. DSU Gold Committee  
Taylor, T. Senator, Faculty Senate  
Webb, V. DSU College of Education Recognition of Achievement Program, Chair, Decorations  
Webb, V. DSU Health and Wellness Committee  
Webb, V. Faculty Advisor for Division's Kappa Omicron Nu Honor Society  
Webb, V. Health and Wellness Committee member  
Webb, V. Directed Quantity Foods class and the Meals class in preparation and catering of food for

several DSU events:

Delta Center for Culture and Learning's conference meal; COE's Scholarship Recognition reception; SAFCS Christmas party; spring initiation of Kappa Omicron Nu national honor society for Family and Consumer Sciences

(2) Recruitment

- Flyers and brochures for all three concentrations were updated and reprinted as needed.
- The Division website was reviewed on a regular basis, enhanced and updated. This site provides information on programs to prospective students.

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### ***Department: Family and Consumer Sciences***

- Faculty in the Division have participated in all on-campus recruiting events, and as many off-campus events as possible.
- Recruitment cards were completed by forty prospective students. Letters were sent to these from the Division. These cards were then delivered to Admissions for them to send out information.
- At least one to two students per month visited the Division, spoke with faculty, and toured the facilities.
- Faculty always take time to speak with prospective students.
- Recruiting information has been provided to recruitment personnel to distribute to high schools and community colleges across the state.
- Students have been asked to help with recruitment at various events, and they will continue to be included in recruiting efforts.
- The data in the system continues to be analyzed and corrected.
- Faculty continue to work with personnel in the DSU Communications and Marketing Department to increase and improve their presence on the social network sites and on the website.
- We have requested the campus graphic designer to create fighting Okras for the website that depict our three areas.
- The Dietetics students and faculty set up a table at the annual meeting of the Mississippi Dietetic Association. This received a very good response. Most of the dietetics students also attended the meeting.
- The Dietetics director set up a table at the national meeting of the Academy of Nutrition and Dietetics (A.N.D.) in Philadelphia, PA.
- A faculty representative set up a recruiting table at a recruiting fair that was coordinated by the Cleveland Career Development and Technology Center.
- The number of students accepted into the Coordinated Program in Dietetics for 2013-14 has reached to thirteen out of its potential capacity of fifteen. Several inquiries from other potential students have been answered.

Recruiting efforts need to continue. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts. Several of the FCS faculty members met with members of the recruiting staff to discuss collaboration and increasing exposure of the Division. These kinds of efforts will continue. One faculty member taught a GST class to freshmen at DSU. This will be continued. The Division Chair went with other College of Ed chairs to discuss our programs at Holmes Community College. A 2+2 agreement for the Child Development concentration was created and will be available in fall 2013 to students at Hinds Community College. Inquiries were also made regarding purchasing a Google account that would make it easier to locate our programs. The fashion merchandising faculty member and some students are investigating the feasibility of designing Okra printed fabrics and a DSU tartan plaid as a fundraiser. The university Communications and Marketing Department will design fighting Okra this summer to represent the three FCS concentrations on the website.

#### **Service to the Community**

Service to the immediate community is extensive. The Coordinated Undergraduate Program in Dietetics provided clinical experiences for dietetics students. The Child Development program and the Child Development Center provide clinical experiences for Child Development students. The Child Development Center provides top quality childcare services to approximately 70 children from the university and the community, ages birth to five years.

Farris, S. Spoke to Cleveland Exchange Club during Baby Safety Month

McPherson, D. Participated in several Health Fairs and Screenings throughout Delta, involving students in each

McPherson, D. Supervised students who participated in teaching at the B.B. King "Art of Living Smart" camp,

***Delta State University FY2013 Unit Level Report***

***Department: Family and Consumer Sciences***

Summers 2012 and 2013

Taylor, T. Board Member, Fellowship of Christian Athletes

Taylor, T. Elder, First Presbyterian Church, Cleveland, MS

Taylor, T. Member, Evangelism Committee, First Presbyterian Church, Cleveland, MS

Webb, V. Assisted students in presentation of basic nutrition information to women in a class at the Christian Women's Job Corps.

Webb, V. Taught a Serv-safe class that was open to the public.

Webb, V. Taught two groups of "Junior Chefs" at DSU Kids' College

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*Department: Family and Consumer Sciences*

**Section V.b**

**Staff (Accomplishments)**

**Narrative**

Patricia Webster

Senior Secretary

Ms. Webster served as coordinator of the St. Jude Children's Research Hospital Trike-a-Thon. The DSU Child Development Center's participation in this resulted in fundraising of \$2300.

Ms. Webster served as coordinator of the United Way Campaign for DSU employees in the Ewing Building.

Stephanie Farris

Director of Preschool Programs

- The Director of the Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and the site visit occurred during 2010. The Center was granted accreditation for five years from NAEYC. The Director successfully submitted the 2012 Annual Report to NAEYC.
- Service-Learning Courses within the Division included: FCS 330 Infant Development, FCS 377 Methods & Materials for Preschool Programs, FCS 378 Principles & Procedures for Preschool Programs, FCS 444 Child Nutrition, and FCS 476 Practicum in Child Development Administration. Numerous activities of DSU students in these classes increased the FCS exposure within the schools and community. Service Learning activities are further delineated under section V 3.
- Plans are being developed to offer the annual DSU A – Z Early Childhood Conference in the 2013-14 year.
- The Director of the Child Development Center worked closely with the Early Childhood Institute and its trainers for the MS Child Care Quality Step System (QRIS) to prepare the classrooms in the Child Development Center for its QRIS visit. The Center received a four-star rating on a five star system. There is only one center in the state serving the same range of ages that has earned a five-star rating.
- Delta State provides quality training for child care providers, future providers, and quality child care for infants and children through pre-kindergarten, promoting the importance of quality education for the very young.
- This was the 70th year anniversary of the Child Development Center, which opened in 1942. Plans for a celebration were on hold for the completion of the new playground at the Bailey Center. The Director hopes to have a celebration in the fall.
- The Center was chosen by the readers of *Bolivar Commercial* newspaper as the Reader's Choice for Child Care.
- The Center was chosen by the readers of the *Cleveland Current* newspaper as the Best of the Best place for Child Care.

**Section V.c**

**Administrators (accomplishments)**

**Narrative**

Janice Haynes, Ph.D.

Division Chair

The Director of the Child Development Center, who also teaches half-time in Child Development, completed her sixth year and left to pursue other endeavors. During the year she continued to make improvements to the Center and to increase connections and visibility of the Center. Together, with assistance from a member of the Parent Advisory Board, a five year Strategic Plan was drafted in 2010, and we continue to strive to meet the short and long-term goals for the Child Development Center. Several successful fund-raisers were held throughout the year for improvements to the Center. The Playground Renovation at Bailey has been in the planning for several years, and is coming to fruition. It is a goal to complete this by October 2012, so that parents of children at that building will actually see the rewards of their very hard fundraising endeavors. The Director of the Dietetics program was in her seventh year in the Division. She received tenure and promotion, but she faced unexpected health issues, and resigned during October 2011. We engaged some expert Dietetics instructors from around the state with consulting and teaching in order to maintain the necessary rigor of the program and for the Division. This group of adjunct faculty was extremely strong and supportive and we maintained performance and classes, and were able to maintain supervised practice activities for the students through the academic year. A new full-time Director of the Coordinated Program in Dietetics is on board for the Academic Year 2012-13, and we will move forward with our efforts to improve the review process for students to raise our first-time pass rate, and we will continue to increase recruiting efforts, and continue to expand the nationwide recruiting endeavors. Several new students have applied, and we hope to grow the number of applicants to a level that we can increase our admission criteria and become extremely competition, also improving the first-time pass rate. The Food Service faculty member retired. This core Family and Consumer Sciences and Food Science/Food Service assistant professor position will be filled by a strong candidate with expanded vision and fresh ideas to seek the core classes that a retired faculty member taught, as well as increase the rigor in the food service and food science educational components of the Dietetics curriculum.

Accreditation:

- The Division is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division will seek re-accreditation in 2014. This will be a year for total program assessment and review to make sure that all programs are on-track to meet the new standards introduced by AAFCS since the last accreditation in 2004.
- The Coordinator of the Coordinated Undergraduate Program in Dietetics is on the same time-frame as AAFCS, but with a five-year cycle. Their self-study will also need to be submitted in 2014. The new Director will work closely with our Dietetics program consultant and with the Dietetics Advisory Council to maintain accreditation with the American Dietetic Association.
- The Hamilton-White Child Development Center applied for initial accreditation with the National Association for the Education of Young Children (NAEYC) in 2010. The Center had a successful site visit in August 2010 and in October 2010 was granted accreditation for five years. The Center is one of only 25 centers in Mississippi that holds NAEYC accreditation and these standards were upheld during 2011. The Child Development Center participates in the Mississippi Quality Rating System, which operates on a five star system.

**Delta State University FY2013 Unit Level Report**

**Department: Family and Consumer Sciences**

**Funding within Division**

**From University/Foundation**

Four Faculty Development/Research Grants

All faculty completed requests for maximum funding from the DSU Dulce Funds and Bryce Griffis Funds. Most requests were to support/enhance technology. All requests were honored, but funding was all provided through the Dulce funds, enabling the Division to add new technology, software, equipment, and educational materials for all of the programs.

**External Funding within the Division**

- Importer Support Program of the Cotton Board with assistance from Cotton Incorporated—\$9,900. *Increasing Interest, Knowledge and Skills Related to Cotton Apparel among University Students* to enhance cotton education for fashion merchandising majors. Funding is actually for the 2012 academic year, but the proposal was submitted in 2011.
- \$10,000—Delta Promise Community & Delta Health Alliance in *The Art of Living Smart* summer camp program, Summer 2012 (7 weeks, 50 children) at the BB King Museum in Indianola, MS. Funding was obtained by Draughon McPherson to support dietetics student salaries at the camp and pay for supplies for the lessons that they taught.
- \$500-- Crosstie Arts Council Grant—funding was obtained by Leigh-Anne Gant to purchase art supplies for the Child Development Center to purchase art supplies for the Child Development Center for special projects.
- \$250—Entergy Mississippi provided assistance for the Child Development Center.

Plans for External Grants submitted, that have previously been unsuccessful:

- The Child Development Center submitted a proposal to King’s Daughters Hospital for approximately \$6,500 to purchase surveillance cameras.
- The Child Development Center Director will seek to submit a \$5,000 proposal to Entergy to make improvements to the children’s recreational and learning facilities at Bailey Hall and to improve the new outdoor learning center.
- Other external partnerships and funding opportunities will continue to be sought.

**Facilities**

All faculty members in the Division utilize technology to a great extent in teaching, and it is a goal to upgrade technological capabilities within the classrooms. The renovated Foods Laboratories have been used for numerous classes and events. They have been an excellent addition to the facilities. Work has continued to improve the overall facilities, both aesthetically and functionally.

**Section VI.a**

**Changes Made in the Past Year**

**Narrative**

**Changes in past year in the Nutrition/Dietetics concentration:**

- The Dietetics Program candidate selection committee was revised.
- The evaluation scale for selection of Dietetics Program candidates was reviewed and revised.
- The Handbook of the Coordinated Undergraduate Program in Dietetics was revised.
- A new Director of the Dietetics Program was hired and in place.
- The Nutrition Counseling Center was moved from the Physical Education Department and created in a private space within the Family and Consumer Sciences area. The Dietetics students will be able to continue to work with the campus dietitian through the Healthy Campus/Healthy Community Initiative and gain experience in providing nutrition counseling to clients.
- A new faculty member for the Food Science and Food Service courses in the Nutrition/Dietetics program was hired and in place
- The Dietetics course FCS 350 (formerly Basic Skills in Dietetic Practice; now FCS 350 Introduction to the Coordinated Program in Dietetics) was revised, as follows:

The Family and Consumer Sciences Curriculum Committee utilized feedback from preceptors' evaluations of students and members of the Dietetics Advisory Board, who had reviewed the existing Dietetics courses and curriculum. The FCS 350 course no longer includes a self-instructional course in medical terminology, because that will be covered in the new course, FCS 480 Senior Seminar in Dietetics. The Curriculum Committee felt that the FCS 350 Basic Skills in Dietetic Practice course should be revised to better reflect its important role as an introduction to the Coordinated Program. The three hour FCS 350 course was moved from the spring semester to the fall semester in the course sequence to better position it for new students accepted into the Coordinated Program. The revised course will guide students on strategies to best meet the competencies as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

- A new course, FCS 480 Senior Seminar in Dietetics was created, as follows:

Feedback was provided from preceptors' evaluations of students, members of the Family and Consumer Sciences Advisory Board, and the Dietetics Advisory Board after they reviewed the existing Dietetics courses and curriculum. Based on their reviews, a new course, FCS 480, was created to replace the following three one credit courses in the Dietetics program: FCS 351 Medical Terminology in Nutrition/Dietetics; FCS 352 Medical Pharmacology in Nutrition/Dietetics; and FCS 448 Career Development in Nutrition/Dietetics.

**Changes in past year in the Child Development concentration:**

- A 2+2 program was developed between our Child Development faculty and administration and those at Hinds Community College. The goal is for students accepted into the Hinds Child Development cohort to transfer seamlessly into our program during their junior year. They will be able to earn credits for the last two years of the program from Delta State through distance learning methods. This program will begin in August 2013.

**Section VI.b**

**Recommended Changes for the Coming Year**

**Narrative**

**Recommended changes in the Nutrition/Dietetics concentration for the next year:**

- All junior and senior level nutrition/dietetics classes will contain a strong review component.
- All dietetics students will be required to pass a practice RD exam prior to receiving a verification statement.
- The Webpage will be updated to include all pertinent information for current and prospective nutrition/dietetics students.
- The faculty will work toward changing the clinical emphasis in the Dietetics Program to a community emphasis.
- The faculty will work toward transitioning the Dietetics Program from an Undergraduate Coordinated Program to a Graduate Coordinated Program, in light of the recommendations for verification from the Academy of Nutrition and Dietetics (A.N.D.).

**Recommended changes in the Child Development concentration for the next year:**

- A Child Life Concentration in Child Development has been under consideration for a while. There is a need for a course on the Hospitalized Child to be taught in the School of Nursing. It is hoped that this can transpire in the coming year.
- Some creative course scheduling options, in addition to online offerings, will be investigated.
- The faculty will consider requiring students to intern for 400 hours, rather than 200, raising the credits from 3 to 6.

## CHILD DEVELOPMENT STUDENT ASSESSMENT

Student \_\_\_\_\_ Location of site \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Age range of children \_\_\_\_\_

Date of Rating \_\_\_\_\_

## Rating of Student:

1- Ineffective, unacceptable practice

2- Marginally acceptable but still ineffective

N/A - Not applicable

3- Acceptable, safe to practice

4- Good practice but not exceptional

5- Excellent, does well in every area

COMMUNICATION AND INTERACTION		MID-Term	Final
Uses acceptable written, oral, nonverbal communication	10 pts		
Interacts frequently with affection and interest	10 pts		
Availability and responsiveness to children	10 pts		
Talks and sings with all children frequently and reads stories	10 pts		
Speaks in a positive and courteous manner with appropriate tone of voice	10 pts		
TEACHING FOR LEARNING			
Displays enthusiasm for teaching and learning	5 pts		
Uses best practices	5 pts		
MANAGING THE LEARNING ENVIRONMENT			
Analyzes the environment to enhance relationships, motivation, and learning	5 pts		
Greets and checks-in everyday and interacts in a friendly, courteous manner	5 pts		
PROFESSIONALISM AND PARTNERSHIPS			
Accepts constructive criticism in a positive manner	5 pts		
Follows policies and procedures	5 pts		
Knows safety measures and how to handle them	5 pts		
Maintains a high level of competence and integrity	5 pts		
Arrives to work on time and avoids absences	10 pts		
	Total points		
	Grade		
	Total number of observation hours		

Signature of Classroom Teacher \_\_\_\_\_

STUDENT INTERNSHIP ASSESSMENT  
CHILD DEVELOPMENT  
Delta State University

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Criteria	1- Ineffective, Unacceptable Practice	2- Marginally Acceptable Practice	3- Acceptable, Safe to Practice	4- Outstanding, Effective Practice
<b>COMMUNICATION AND INTERACTION</b>				
Uses acceptable written, oral, and nonverbal communication				
Interacts frequently with affection and interest.				
Is available and responsive to all children.				
Encourages both boys and girls to participate in all activities.				
Sets appropriate limits.				
Helps children identify and express their feelings.				
Encourages children to try new activities.				
Talks and sings with children frequently and reads stories daily.				

Speaks in a positive and courteous manner with appropriate tone of voice.				
Acknowledges and accepts each child's family.				
Listens and responds appropriately				
Builds and sustains classroom climate.				
<b>TEACHING FOR LEARNING</b>				
Displays knowledge of subject				
Displays enthusiasm for teaching and learning				
Uses knowledge of students' understanding and experiences				
Uses a variety of strategies				
Provides experiences to accommodate differences				
Gives directions				
Provides opportunities for problem-solving and critical thinking				

Facilitates play appropriately (ask open ended questions, uses descriptive language, uses conflict resolution skills, only intervenes when necessary)				
Supports child to child communication and relations.				
Engages wandering children into activities.				
<b>MANAGING THE LEARNING ENVIRONMENT</b>				
Uses instructional time effectively				
Applies classroom management				
Analyzes the environment to enhance relationships, motivation and learning				
Utilizes responses to pace learning, start new work, and reteach				
Organizes time, space, activities and materials				
Plans for students with health care, physical, and/ or communicative needs				

Knows when to intervene either to extend the child's play or keep the child safe.				
Greets and checks-in everyday and interacts in a friendly, courteous manner.				
Helps maintain an orderly and aesthetically pleasing environment.				
<b>PROFESSIONALISM AND PARTNERSHIPS</b>				
Cooperates and collaborates with colleagues				
Accepts constructive criticism in a positive manner				
Communicates directly with staff; avoids gossip.				
Shares and seeks professional materials and ideas				
Follows school policies and procedures				
Adheres to hand washing policies and procedures.				
Knows safety measures and how to handle emergency situations				

Exhibits understanding of how to work with parents/ guardians				
Maintains a high level of competence and integrity in the practice of the profession				
Self-evaluates and asks for help or clarification as needed.				
Arrives to work on time and avoids absences				

STUDENT INTERNSHIP ASSESSMENT  
CHILD DEVELOPMENT  
Delta State University

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Criteria	1- Ineffective, Unacceptable Practice	2- Marginally Acceptable Practice	3- Acceptable, Safe to Practice	4- Outstanding, Effective Practice
<b>COMMUNICATION AND INTERACTION</b>				
Uses acceptable written, oral, and nonverbal communication				
Interacts frequently with affection and interest.				
Is available and responsive to all children.				
Encourages both boys and girls to participate in all activities.				
Sets appropriate limits.				
Helps children identify and express their feelings.				
Encourages children to try new activities.				
Talks and sings with children frequently and reads stories daily.				
Speaks in a positive and courteous manner with appropriate tone of voice.				
Acknowledges and accepts each child's family.				
Listens and responds appropriately				
Builds and sustains classroom climate.				
<b>TEACHING FOR LEARNING</b>				
Displays knowledge of subject				
Displays enthusiasm for teaching and learning				
Uses knowledge of students' understanding and experiences				
Uses a variety of strategies				
Provides experiences to accommodate differences				

STUDENT INTERNSHIP ASSESSMENT  
CHILD DEVELOPMENT  
Delta State University

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Criteria	1- Ineffective, Unacceptable Practice	2- Marginally Acceptable Practice	3- Acceptable, Safe to Practice	4- Outstanding, Effective Practice
Gives directions				
Provides opportunities for problem-solving and critical thinking				
Facilitates play appropriately (ask open ended questions, uses descriptive language, uses conflict resolution skills, only intervenes when necessary)				
Supports child to child communication and relations.				
Engages wandering children into activities.				
MANAGING THE LEARNING ENVIRONMENT				
Uses instructional time effectively				
Applies classroom management				
Analyzes the environment to enhance relationships, motivation and learning				
Utilizes responses to pace learning, start new work, and reteach				
Organizes time, space, activities and materials				
Plans for students with health care, physical, and/or communicative needs				
Knows when to intervene either to extend the child's play or keep the child safe.				
Greets and checks-in everyday and interacts in a friendly, courteous manner.				
Helps maintain an orderly and aesthetically pleasing environment.				

STUDENT INTERNSHIP ASSESSMENT  
CHILD DEVELOPMENT  
Delta State University

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_

Criteria	1- Ineffective, Unacceptable Practice	2- Marginally Acceptable Practice	3- Acceptable, Safe to Practice	4- Outstanding, Effective Practice
<b>PROFESSIONALISM AND PARTNERSHIPS</b>				
Cooperates and collaborates with colleagues				
Accepts constructive criticism in a positive manner				
Communicates directly with staff; avoids gossip.				
Shares and seeks professional materials and ideas				
Follows school policies and procedures				
Adheres to hand washing policies and procedures.				
Knows safety measures and how to handle emergency situations				
Exhibits understanding of how to work with parents/ guardians				
Maintains a high level of competence and integrity in the practice of the profession				
Self-evaluates and asks for help or clarification as needed.				
Arrives to work on time and avoids absences				

**CHILD DEVELOPMENT STUDENT INTERNSHIP ASSESSMENT**

Student \_\_\_\_\_ Location of site \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Age range of children \_\_\_\_\_

**Rating of Student:**

1- Ineffective, unacceptable practice

2- Marginally acceptable but still ineffective

N/A - Not applicable

3- Acceptable, safe to practice

4- Good practice but not exceptional

5- Excellent, does well in every area

	Date / /	Date / /
COMMUNICATION AND INTERACTION	First Assessment	Second Assessment
Uses acceptable written, oral, nonverbal communication		
Interacts frequently with affection and interest		
Is available and responsive to all children		
Talks and sings with all children frequently and reads stories		
Speaks in a positive and courteous manner with appropriate tone of voice		

TEACHING FOR LEARNING		
Displays enthusiasm for teaching and learning		
Uses best practices		
Displays knowledge of subject		
Uses knowledge of students' understanding and experiences		
Uses a variety of strategies		
Provides experiences to accommodate differences		
Provides opportunities for problem solving and critical thinking		
Uses community resources		
Maintains a high level of competence and integrity		
Arrives to work on time and avoids absences		

MANAGING THE LEARNING ENVIRONMENT		
Analyzes the environment to enhance relationships, motivation and learning		
Greets and checks in everyday and interacts in a friendly, courteous manner		

PROFESSIONALISM AND PARTNERSHIPS		
Accepts constructive criticism in a positive manner		
Follows school policies and procedures		
Knows safety measures & how to handle emergency situations		
Maintains a high level of competence and integrity in the practice of the profession		
Arrives to work on time and avoids absences		

<b>Total number of Points</b>	(100 possible)		
<b>Total number of Points X 2</b>	(200 possible)		

DELTA STATE UNIVERSITY

Unit Strategic Plan and Annual Report -- Academic Year 2011-12

\_\_x\_\_ Academic Unit    \_\_\_\_ Administrative/Support Unit

Appendix I, Child Development Lab Evaluation

CHILD DEVELOPMENT STUDENT ASSESSMENT

Student \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

- 1- Ineffective, Unacceptable Practice
- 2- Marginally Acceptable Practice

- 3- Acceptable, Safe to Practice
- 4- Outstanding, Effective Practice

Any other comments need to go on the back	Date	Date
	First Assessment	Second Assessment
<b>COMMUNICATION AND INTERACTION</b>		
Uses acceptable written, oral, and nonverbal communication		
Interacts frequently with affection and interest		
Is available and responsive to all children		
Talks and sings with children frequently and reads stories		
Speaks in a positive and courteous manner with appropriate tone of voice		
<b>TEACHING FOR LEARNING</b>		
Displays enthusiasm for teaching and learning		
Uses best practices		

<b>MANAGING THE LEARNING ENVIRONMENT</b>		
Analyzes the environment to enhance relationships, motivation, and learning		
Greets and checks-in everyday and interacts in a friendly, courteous manner		
<b>PROFESSIONALISM AND PARTNERSHIPS</b>		
Accepts constructive criticism in a positive manner		
Follows school policies and procedures		
Knows safety measures and how to handle emergency situations		
Maintains a high level of competence and integrity in the practice of the profession		
Arrives to work on time and avoids absences		
<b>Total number of Points</b>		
<b>Total number of Hours</b>		

FCS Unit Strategic Plan and Annual Report -- Academic Year 2011-12

Appendix II, Child Development Internship Evaluation

**CHILD DEVELOPMENT STUDENT INTERNSHIP ASSESSMENT**

Student \_\_\_\_\_ Class \_\_\_\_\_ Evaluator \_\_\_\_\_

1- Ineffective, Unacceptable Practice

2- Marginally Acceptable Practice

3- Acceptable, Safe to Practice

4- Outstanding, Effective Practice

Date	Date
First Assessment	Second Assessment

Any other comments need to go on the back

<b>COMMUNICATION AND INTERACTION</b>		
Uses acceptable written, oral, and nonverbal communication		
Interacts frequently with affection and interest		
Is available and responsive to all children		
Encourages both boys and girls to participate in all activities		
Sets appropriate limits		
Helps children identify and express their feelings		
Encourages children to try new activities		
Talks and sings with children frequently and reads stories		
Speaks in a positive and courteous manner with appropriate tone of voice		
Acknowledges and accepts each child's family		
Listens and responds appropriately		
Builds and sustains classroom climate		
Total points this section		
<b>TEACHING FOR LEARNING</b>		
Displays knowledge of subject		
Displays enthusiasm for teaching and learning		
Uses knowledge of students' understanding and experiences		
Uses a variety of strategies		
Provides experiences to accommodate differences		
Gives directions		
Provides opportunities for problem solving and critical thinking		

Uses indirect instruction		
Uses community resources		
Uses best practices		
Total points this section		
<b>MANAGING THE LEARNING ENVIRONMENT</b>		
Analyzes the environment to enhance relationships		
Uses instructional time effectively		
Applies classroom management		
Greets and checks-in everyday and interacts in a friendly, courteous manner		
Utilizes responses to pace learning, start new work, and reteach		
Organizes time, space, activities and materials		
Plans for students with health care, physical, and/or communication needs		
Knows when to intervene wither to extend the child's play or keep the child safe		
Helps maintain an orderly and aesthetically pleasing environment		
Total points this section		
<b>PROFESSIONALISM AND PARTNERSHIPS</b>		
Cooperates and collaborates with colleagues		
Accepts constructive criticism in a positive manner		
Shares and seeks professional materials and ideas		

Follows school policies and procedures		
Knows safety measures and how to handle emergency situations		
Exhibits understanding of how to work with parents/guardians		
Maintains a high level of competence and integrity in the practice of the profession		
Self-evaluates and asks for help or clarification as needed		
Arrives to work on time and avoids absences		
Total points this section		
<b>Overall total number of points</b>		
<b>Total number of hours</b>		

Fashion Merchandising Internship Appraisal

Name of Intern \_\_\_\_\_

Location of Internship \_\_\_\_\_

PERFORMANCE TRAITS

4 = Excellent 3 = Above Average 2 = Average 1 = Below Average NA = Not Applicable

<p style="text-align: center;"><u>ATTRIBUTES</u></p> <p>_____ Attendance          _____ Assertiveness          _____ Cooperation          _____ Decision-making          _____ Enthusiasm          _____ Flexibility          _____ Initiative          _____ Leadership          _____ Maturity          _____ Problem-solving          _____ Punctuality          _____ Reliability          _____ Self-insight          _____ Tactfulness</p> <p style="text-align: center;"><u>ATTITUDE</u></p> <p>_____ Ability to accept criticism          _____ Adherence to company policies          _____ Willingness to do tasks assigned</p> <p style="text-align: center;"><u>APPEARANCE/MANNER</u></p> <p>_____ Well groomed with respect to store and/or department standards          _____ Courteous to customers and other employees          _____ Sincere in dealing with customers and other employees          _____ Voice, poise, dignity</p>	<p style="text-align: center;"><u>CUSTOMER SERVICE</u></p> <p>_____ Prompt approach          _____ Determines needs          _____ Solves problems          _____ Meets objectives          _____ Courteous close          _____ Suggestive selling          _____ Professional manner          _____ Product knowledge          _____ Sales productivity</p> <p style="text-align: center;"><u>QUALITY OF WORK</u></p> <p>_____ Ability to learn new tasks quickly          _____ Adaptability to new tasks          _____ Ability to carry out tasks on time          _____ Dependability on follow through          _____ Attention to details          _____ Consistency in quality of work          _____ Consistency in quantity of work          _____ Knowledge of systems and procedures          _____ Ability to handle extra tasks          _____ Ability to work under pressure</p> <p style="text-align: center;"><u>INTERPERSONAL RELATIONS</u></p> <p>_____ Ability to inspire confidence          _____ Relationship with supervisors          _____ Relationship with co-workers          _____ Relationship with customers</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**SUMMARY RATING**

My overall self performance rating is:

DSU Box 3273 • 1003 West Sunflower Road • Cleveland, MS 38733 • P: 662-846-4315 • F: 662-846-4314 • www.deltastate.edu

( ) Excellent ( ) Above Average ( ) Average ( ) Below Average

**Fashion Merchandising Internship Appraisal**

**QUALITATIVE REMARKS**

**AREAS OF PERFORMANCE STRENGTHS**

Attributes \_\_\_\_\_

Attitude \_\_\_\_\_

Appearance/Manner \_\_\_\_\_

Customer Service \_\_\_\_\_

Quality of Work \_\_\_\_\_

Interpersonal Relations \_\_\_\_\_

**AREAS FOR PERFORMANCE IMPROVEMENTS**

Attributes \_\_\_\_\_

Attitude \_\_\_\_\_

Appearance/Manner \_\_\_\_\_

Customer Service \_\_\_\_\_

Quality of Work \_\_\_\_\_

Interpersonal Relations \_\_\_\_\_

**GENERAL COMMENTS**

\_\_\_\_\_

\_\_\_\_\_

Would you recommend hiring the student intern if an opening existed? ( ) Yes ( ) No

**Delta State University  
Dietitian Education Program  
Evaluation of Behavioral Performance**

\_\_\_ Community                      \_\_\_ Foodservice                      \_\_\_ Clinical

Dietetic Intern \_\_\_\_\_ Facility \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ Student Self Evaluation    \_\_\_ Preceptor Evaluation    \_\_\_ Mid-Rotation Evaluation    \_\_\_ Final Evaluation

1:Exceeds expectation    2:Meets expectations    3:Progressing toward mastery    4: NA

<b>Please rate the level of performance for each category.</b>	1	2	3	4
<b>Professional and Personal Behaviors</b>				
Follows the institutional dress code;				
Reports to work in a timely manner; Stays until work is done				
Manages time efficiently; acts promptly; completes expected workload				
Respects the time constraints & job responsibilities of the preceptor				
Maintains a professional attitude				
Is enthusiastic in carrying out assignments and meeting challenges				
Completes assignments with a positive attitude				
Is dependable; meets agreed upon obligations				
Is adaptable and flexible in unexpected situations				
Follows directions; asks for clarification as needed				
Independently completes projects and assignments; Is self-motivated				
Relates to co-workers in a professional manner				
<b>Leadership Qualities</b>				
Consistently sets and attains goals				
Displays confidence and assertiveness when working with individuals and groups				
Is passionate and enthusiastic about work				
Is able to motivate others to action; energizes others				
Displays creative vision; generates ideas and puts into action				
Is open to new ideas; seeks the input of others				
Deals with others consistently and fairly				
Is respected by co-workers, clients, and patients				

Demonstrates integrity; inner values correlate with outward actions				
Takes responsibility for outcomes of projects				
Captures and maintains attention of others				
<b>Critical Thinking, Problem Solving, and Decision-Making</b>				
Independently identifies and solves problems				
Asks appropriate questions; Gathers relevant information				
Considers the ramifications of actions				
Makes confident decisions; Exercises good judgment				
Readily determines alternative plans of action, as needed				
<b>Collaboration and Teamwork</b>				
Understands roles of other team members				
Confers and collaborates with appropriate health care providers				
Interacts positively with peers and staff				
Contributes relevant information to advocate for patients/clients				
Is respectful and tolerant of others; Displays humility				
<b>Cultural Competence</b>				
Considers cultural, social, and economic diversity in problem-solving				
Listens carefully to and respects diverse points of view				
<b>Self-assessment Skills</b>				
Identifies personal strengths and areas for improvement; Sets goals				
Accepts corrective feedback and suggestions for improvement and acts accordingly				
Seeks additional learning experiences to improve knowledge				
<b>Ethical Practice</b>				
Performs in accordance with Code of Ethics for the profession of dietetics				
Respects the rights and confidentiality of patients, employees, and peers				
Makes recommendations using evidence based guidelines				
Gives credit where credit is due				
<b>Average Score</b>				

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Delta State University**  
**Dietitian Education Program**  
**Evaluation of Behavioral Performance**

\_\_\_\_Community

\_\_\_\_Foodservice

\_\_\_\_Clinical

Dietetic Intern \_\_\_\_\_ Facility \_\_\_\_\_ Date \_\_\_\_\_

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<b>Professional and Personal Behaviors</b>				
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Manages time efficiently; acts promptly; completes expected workload				
Respects the time constraints & job responsibilities of the preceptor				
Maintains a professional attitude				
Is enthusiastic in carrying out assignments and meeting challenges				
Completes assignments with a positive attitude				
Is dependable; meets agreed upon obligations				
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Relates to co-workers in a professional manner				
<b>Leadership Qualities</b>				
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Displays confidence and assertiveness when working with individuals and groups				
Is passionate and enthusiastic about work				
Is able to motivate others to action; energizes others				
Displays creative vision; generates ideas and puts into action				
Is open to new ideas; seeks the input of others				
Deals with others consistently and fairly				
Is respected by co-workers, clients, and patients				
Demonstrates integrity; inner values correlate with outward actions				
Takes responsibility for outcomes of projects				
Captures and maintains attention of others				
<b>Critical Thinking, Problem Solving, and Decision-Making</b>				
Independently identifies and solves problems				

Appendix 4 Dietetics Preceptor Evaluation Form

Asks appropriate questions; Gathers relevant information				
Considers the ramifications of actions				
Makes confident decisions; Exercises good judgment				
Readily determines alternative plans of action, as needed				
<b>Collaboration and Teamwork</b>				
Understands roles of other team members				
Confers and collaborates with appropriate health care providers				
Interacts positively with peers and staff				
Contributes relevant information to advocate for patients/clients				
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Respects the rights and confidentiality of patients, employees, and peers				
Makes recommendations using evidence based guidelines				
Gives credit where credit is due				
<b>Average Score</b>				

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Delta State University**  
**Family and Consumer Sciences**  
**Personal Finance**

**FCS 215-online**  
**Instructor: Dr. Thomas W. Taylor**  
**Ewing 115**  
**ttaylor@deltastate.edu**  
**662-846-4319**

**Budget Assignment (100 pts.)**

Definition and objective:

Every individual should have a motivation for creating a personal budget. The budget should serve as a guide to lead you toward a financial destination down the line. Let your own personal goals for planning a budget motivate you to take the reins of your finances, starting today. Keep in mind that the more realistic your budget, the closer it will get you toward reaching your goals.

1. Review page 88 in your textbook. The sample monthly budget is presented for various family units.
2. You are to prepare a "monthly" budget for yourself using projected figures for income and expenses one year after your graduation when you are working. Do not use figures while you are a student.
3. Upload and submit assignment to the instructor.

**Evaluation**

Your grade will be based upon the realism of your numbers, quantitative accuracy, thoroughness of data, and completion according to the sample and instructions.

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**Ewing 115**

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**662-846-4319**

**Course Designation**

**FCS 215 Personal Finance.** Principles of personal financial management. Emphasis on personal financial goal setting, budgeting, analysis of financial statements, record keeping, and financial decisions.

**Course Objectives**

1. Set lifetime personal financial goals. (GE 4)
2. Explain the economic environment of personal finance. (GE 3, GE 4)
3. Define a decision making process for personal management. (GE 4)
4. Understand the filing and management of income taxes. (GE 4)
5. Develop and utilize a budget. (GE 3, GE 4)
6. Relate planning for personal spending to needs of various types of families. (GE 3, GE 4)
7. Describe appropriate strategies for attaining and use of credit. (GE 4)
8. Describe strategies for making major personal purchases. (GE 3, GE 4)
9. Know the fundamentals of risk management and insurance. (GE 4)
10. Understand the plan for personal investment. (GE 3, GE 4)
11. Examine research related to areas of Personal Finance and write a reaction paper related to articles. (GE 3, GE 4)

**Textbook** Garman,T.,& Forgue,R.. Personal Finance (10th ed.). South-Western, Cengage Learning  
ISBN 13: 978-1-4390-3902-1

**Activities and Requirements**

1. Read chapters assigned in the text book.
2. Complete unit assignments
3. 2 assignments

4. Tests and final exam
5. Discussion board assignments

**Method of Evaluation**

A= 90-100%	4 Exams @ 100 points ea.	= 400
B= 80-89%	Budget	= 100
C= 70-79%	Assignments	= 100
D= 60-69%	Reaction paper	
F= Below 60%	Discussion grade	= 100
	Total possible points	= 800pts

To determine a percentage grade, divide the number of points earned by 700. This percentage grade will be converted to a letter grade based on the above scale.

**Policy on Late Assignments & Make-up Exams**

Make-up exams after an excused reason must be taken soon after the return to class recorded as the grade. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the division chair and dean of their college.

**Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodation please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.**

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**Delta State University  
Family and Consumer Sciences**

**Dr. Thomas W. Taylor  
Ewing 115; 846-4319  
ttaylor@deltastate.edu**

**REACTION PAPER  
FCS 325**

Find a research article related to the area of Human Intimacy and write a reaction paper. The article should come from research journals in the library or from an electronic database. Write a 450 word reaction paper based on your personal feelings and thoughts about the article. You do not have to attach the article.

**Instructions**

A reaction paper is your general response to information you have acquired through actual experience and/or written material. The paper should reflect your opinions regarding the experience and/or written material. Specifically, the reaction paper might address the following questions.

1. What did I learn from this experience/material?
2. What suggestions would I make, if any, regarding the experience/material to make it more worthwhile?
3. Do I agree or disagree with the author's points of view? Why?
4. What further information or research may be needed?
5. How did the experience/materials change my viewpoint?
6. What else would I have liked to learn about the experience/material?
7. Did my feelings, attitudes, or beliefs change as a result of the experience/material?
8. Did I learn more about topics important to me?
9. Did I learn something I never knew or thought before?
10. Did I gain new or fresh insights into things I already knew?

**Writing Instructions**

1. Each reaction paper should be 450 words double spaced using 12 pt. font. There should be a **cover page** and a **reference page** for each paper. **Do not submit separately but have them in same file as the paper.**
2. I prefer research based articles or articles written by highly qualified authors. Newspapers or entertainment magazines written by journalists who quote research are not acceptable.
3. I am more interested in your thoughts and not a summary of the article.
4. The article should not be older than three years old. I am looking for current research, written more recently than our textbook was published.
5. Grading will consist of the following:
  - a. quality of the article selected
  - b. grammatical correctness of the writing
  - c. personal reaction to content in the paper
  - d. how well you followed instructions

**Delta State University  
Family and Consumer Sciences  
Individual & Family Development**

**FCS 270(hybrid)**

**Instructor: Dr. Thomas W. Taylor**

[ttaylor@deltastate.edu](mailto:ttaylor@deltastate.edu)

**Ewing 115; 846-4319**

**Course Designation: Individual and Family Development.** A life span developmental approach to individual and family development, dynamics, and relationships. Emphasis on the role individuals play in their own development, including factors which influence behavior and well-being throughout the lifespan. Emphasizes both family and larger social environment in which individuals live.

**Course Objectives**

1. Describe the developing person at different periods in the lifespan.
2. Provide a perspective on the changes that take place during an individual's life, from birth to death.
3. Examine possible causes or sources of developmental change and reason for disturbances in the developmental process
4. Demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. Describe objective techniques and skills for observing behavior.

**Textbook:** Essentials of Life-Span Development by Santrock (2012) 2<sup>nd</sup> edition ISBN: 978-0-07-353207-3

**Activities and Requirements**

1. Read chapters assigned in the text book.
2. 1 interview
3. 1 Reaction paper
4. Tests and final exam
5. Chapter assignments

**Method of Evaluation:**

A= 90-100%	Exams =	400 pts.
B= 80-89%	Interview & reaction paper=	200
C= 70-79%	Chapter assignments =	100
D= 60-69%	Participation=	<u>100</u>
F= Below 60%	Total Points=	800 pts.

**Attendance Policy:**

Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content since much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade.

**Policy on Late Assignments & Make-up Exams:** Late Assignments will be penalized with a reduction of a letter grade. Make-up exams after an excused absence will be taken outside of the normal classroom hour and must be taken soon after the return to class. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the division chair and dean of their college.

**Technology:** Students will be required to utilize canvas in doing assignments and reaction papers. Additional assignments will make use of the internet to obtain information about course content. If you are having technical difficulties, call the helpline provided by canvas. Students can use email to communicate difficulties they may be experiencing with assignments or tests.

**The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discriminations. Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements.**

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Family and Consumer Sciences  
Individual & Family Development**

**FCS 270(hybrid)**

**Instructor: Dr. Thomas W. Taylor**

**[ttaylor@deltastate.edu](mailto:ttaylor@deltastate.edu)**

**Ewing 115; 846-4319**

**Interview Instructions**

**FCS 270**

Interview a person over 70 years of age. Chose 20 questions for the interview and follow the outline for writing your reactions and learning from the interview.

- I. Introduction of person
- II. Questions and answers of the interview
- III. Reaction to the interview--450 words
- IV. Sample Questions
  1. What are some activities you do?
  2. How has your health been as you have gotten older?
  3. What is your opinion of your medical treatment?
  4. What do you consider your most important political issue?
  5. How is your relationship with your grown kids?
  6. How is parenting different from when you were growing up versus now?
  7. If you could, would you have changed something about your finances?
  8. How do live on not having a steady income coming in?
  9. What do you think about the Iraq War?
  10. How did you adjust to retirement?
  11. What is the craziest thing you have done since retirement?
  12. What is something you did after retirement you wanted to do when you were younger?
  13. How has marriage changed in America?
  14. What do think of older people cohabitating?
  15. How much do you think about death?

16. What are your thoughts about death?
17. Have you made your funeral arrangements?
18. Have you had to change your eating habits as you have gotten older because of health or on doctors order?
19. What do you think about technology?
20. What was it like getting your first TV?
21. What do you think about these people who take advantage of the elderly for money?
22. Do you think they should set an age limit for people to drive or should they take a driving test every year?

Grading will consist of the following:

- a. thoroughness of interview
- b. grammatical correctness of the writing
- c. the personal reaction content in the paper
- d. how well you followed instructions

**Delta State University  
Family and Consumer Sciences**

**FCS 325-Marriage Family Living & Sex Education**

**Instructor: Dr. Thomas W. Taylor**

**Ewing 115--Hybrid**

**662-846-4319**

**ttaylor@deltastate.edu**

**Course Designation**

**FCS 325 Marriage, Family Living and Sex Education.** Family life cycle, from selection of mate through aging, with emphasis on factors that contributes to satisfying individual and family life.

**Course Objectives**

1. Identify strengths of successful relationships that contribute to strong families. (GE 5, GE 6)
2. Analyze societal trends that affect individual and family roles, values, and relationships within the family. (GE 5, GE 6)
3. Describe various stages and functions of the individual and family life cycle. (GE 5, GE 6)
4. Identify personal values related to the family. (GE 5, GE 6)
5. Identify expectations and responsibilities of family members in the single, married, and parenthood stages. (GE 6)
6. Determine values that will make one a responsible individual family member. (GE 5, GE 6)
7. Demonstrate behaviors, which reflect a feeling for the dignity and worth of various ethnic, cultural, linguistic and economic groups. (GE 5, GE 6)
8. Demonstrate understanding of one's own sexuality and role. (GE 5, GE 6)
9. Examine research related to the area of Human Intimacy and write a reaction paper. (GE 5, GE 6)

**Text**

Cox, F.D. (2006). Human intimacy: Marriage, the family and its meaning (10th ed.). St. Paul, MN: West Publishing Co. ISBN: 0-534-62533-9

**Activities and Requirements**

1. Complete assignments
2. Read chapters assigned in the text book.
3. 2 Reaction papers on journal articles.
4. Tests

**Technology:** Students will be required to utilize canvas in doing assignments and reaction papers. Additional assignments will make use of the internet to obtain information about course content. Students should use blackboard email to communicate difficulties they may be experiencing in the class. If it is of a technical nature call the canvas helpline.

### **Attendance Policy**

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### **Method of Evaluation**

A= 90-100%	Exams	= 500
B= 80-89%	Reaction Papers	= 200
C= 70-79%	Assignments	= 100
D= 60-69%	Participation	= 100
F= Below 60%		
	Total Point	= 900

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**Delta State University  
College of Education Conceptual Framework**

**DELTA EDUCATION MODEL**

**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

**Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

**Delta State University  
Family and Consumer Sciences**

**FCS 325-Marriage Family Living & Sex Education**

**Instructor: Dr. Thomas W. Taylor**

**Ewing 115--Hybrid**

**662-846-4319**

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## **Assignment #1: Grocery Store Activity**

Print these pages; you will need them at the grocery store along with a pen or pencil. The purpose of this assignment is to: 1) increase your awareness of the importance of label reading 2) help you make healthier food choices 3) familiarize yourself with nutrition “buzz” words and terminology at the supermarket.

You will use your textbook and any other resources (**except your classmates**) for this assignment, along with the information you find in the grocery store. **Please site your references used.**

Name of supermarket visited:

Location of supermarket :

**Define the following nutrition labeling terms first. Then go the the store and find at least (1) example item for each term in the store. Be sure to state the Food Item & Brand for each term.**

**1. Low Calorie:**

---

---

**2. Low Cholesterol:**

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---

**3. Reduced:**

---

---

**4. Good Source Of:**

---

---

**5. Calorie Free:**

---

---

**6. Fat Free:**

---

---

**7. Sugar Free:**

---

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---

---

**8. Low Sodium:**

---

---

**9. High In:**

---

---

**10. High Fiber:**

---

---

**11. Lean (meat, poultry, seafood):**

---

---

**12. Light:**

---

---

**13. Health Related Claim:**

Now, go to the Bread Section. Compare labels per slice of:

	Calories	Fiber (gm)
Wonder Classic White	_____	_____
Wonder 100% Wheat	_____	_____
Nature's Own Double Fiber	_____	_____

Now go to the Cereal Section. Compare labels per  $\frac{3}{4}$  c serving of:

	Calories	Fiber	Sugar	Protein
Kelloggs Raisin Bran	_____	_____	_____	_____
General Mills Fiber One	_____	_____	_____	_____
General Mills Cheerios(plain)	_____	_____	_____	_____

---

If you were trying to lose weight, which cereal should you choose from these? Why?

---

If you needed more fiber, which would you choose? Why?

---

Now go to the Salad Dressing Section. Compare the following dressings per 2 T for:

	Calories	Fat(gm)	Sodium(mg)
Kraft Regular Italian	_____	_____	_____
Kraft Light Done Right Italian	_____	_____	_____
Kraft Fat Free Italian	_____	_____	_____

What do the following nutrition “buzz” words mean and what nutritional benefits is each thought to provide?

Organic:

Anti-oxidants:

Phytochemicals:

Pro-biotics:

Now go to the Produce Section. List at least 3 “organic foods” you see. Then compare the prices of the organic produce vs. the regular produce.

1. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_
2. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_
3. \$organic \_\_\_\_\_ vs \$regular \_\_\_\_\_

List at least 6 foods rich in antioxidants:

1. 4.
2. 5.
3. 6.

What are 6 foods containing phytochemicals?

1. 4.
  2. 5.
  3. 6.
-

---

**Now go to the Dairy Section. What are the Fat Free dairy products offered? List as many as you can.**

---

---

**Which foods in this section would provide pro-biotics?**

**Finally, buy 1 food nutritious food item you have never tried, take it home and try it. What did you buy and how did you like it? Would you buy the item again?**

**References & resources used:**

**Delta State University**  
**College of Education**  
**Division of Family and Consumer Sciences**  
**Spring 2013**

**Instructor:** Jacinda Roach, PhD, RD, LD  
Office: 601376-1681  
e-mail: [jcnbon@aol.com](mailto:jcnbon@aol.com) or [jroach@deltastate.edu](mailto:jroach@deltastate.edu)

**FCS 343: Nutrition and Physical Fitness**  
CRN # 13306 Online

**Course Description**

Nutrient and exercise needs of the body to be nutritionally and physically fit. Food and fitness habits; food, nutrition, and fitness information; and weight control. 3 hours

**General Course Objectives (Goal)**

Upon completion of the course, the student should be able to apply the basic knowledge gained about nutrition to everyday life in order to promote better health.

**General Education Competencies**

Upon completion of the course, the student should demonstrate the following General Education Competencies:

GE 1: Critical and Creative Thinking

GE 2: Communication

GE 3: Qualitative Skills

GE 4: Inquiry and Technology

GE 5: Self

GE 8: Perspectives

GE 9: Cross-disciplinary Appreciation

GE 10: Values

**Specific Objectives**

Upon completion of the course, the students will be able to:

1. Demonstrate knowledge of the principles of basic nutrition and physical fitness. (GE 5)
2. Identify the role of nutrition and physical fitness in the various stages of the life cycle. (GE 5)
3. Identify the role of nutrition and physical fitness for varying BMI's. (GE 5)
4. Determine individual nutrient intake, compare this to the recommendations, and work toward correcting any problems. (GE 5)
5. Demonstrate knowledge of the relationship of nutrition and exercise to weight control. (GE 5)
6. Apply the principles of nutrition when meal planning and selecting food. (GE 5)
7. Assess credibility of books, diets and products in helping to improve behavior in selecting food and enhancing physical fitness. (GE 5)
8. Discuss the effectiveness of specific alternative nutrition and herbal therapies. (GE 5)

**Text**

Willams, MH. (2010). *Nutrition for Health, Fitness, and Sport*, 9<sup>th</sup> Edition; New York: McGraw-Hill.

**Major Student Activities**

Three quizzes and final exam  
 Class on-line discussion/on-line participation  
 Dietary supplement/ergogenic aid paper  
 Weight management project  
 Grocery store assignment

**Presentation Methods**

On-line class discussions (20%); Activities and assignments (80%); Blackboard will be utilized for quizzes and assignment submission.

**Basis for Grading**

<u>Assignments</u>	<u>Points</u>
Quizzes (3 @ 50)	150
Exam	100
Weight Management Project/Case Study	100
Paper	100
Grocery Store Assignment	<u>50</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>500</b>

To determine a percentage grade, divide the number of points earned by 500. This percentage grade will be converted to a letter grade using the division scale.

A = 94-100%  
 B = 85-93%  
 C = 75-84%  
 D = 65-74%  
 F = <65%

**Communications**

Blackboard email and Okra mail will be used for the majority of communication outside of the classroom. The instructor will check blackboard daily (Monday through Friday). Students are asked to check email at least once each school day in order to keep up with assignments and announcements.

**Policy Statement for Written Assignments**

Writing assignments should be completed using word processing with easily read fonts (12pt) and double spaced. Students will construct writings that are grammatically accurate, appropriately organized, specifically developed, and correctly spelled and punctuated. All written assignments must be completed using appropriate software and the student should keep a copy stored appropriately electronically.

All assignments and projects are to be the student's own work, unless otherwise indicated by the instructor. Collaboration may be a part of some assignments or projects in this course; however you will be informed when this is the case. All assignments are to be submitted through blackboard in a Microsoft word format (doc. or docx).

**University Policy on Cheating and Plagiarism**

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, the instructor will determine the penalty and/or report the offense to the division/department chair, the student's advisor, and dean. The usual penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student will be reported immediately for more stringent action.

### **Students with Disabilities**

The University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodations please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

### **Attendance Policy**

- This is an online class; therefore the traditional attendance policy does not apply.

### **Make-up Work**

- No makeup work is allowed without a legitimate excuse.
- **Make-up work will be due within one week of the excused absence** unless other arrangements are made in advance.
- No makeup tests are given for unexcused absences.
- The student is responsible for obtaining all makeup work, hand-outs, and/or notes missed.
- It is the responsibility of the student to schedule makeup tests with the instructor within one week of an absence.

### **Tardy Work**

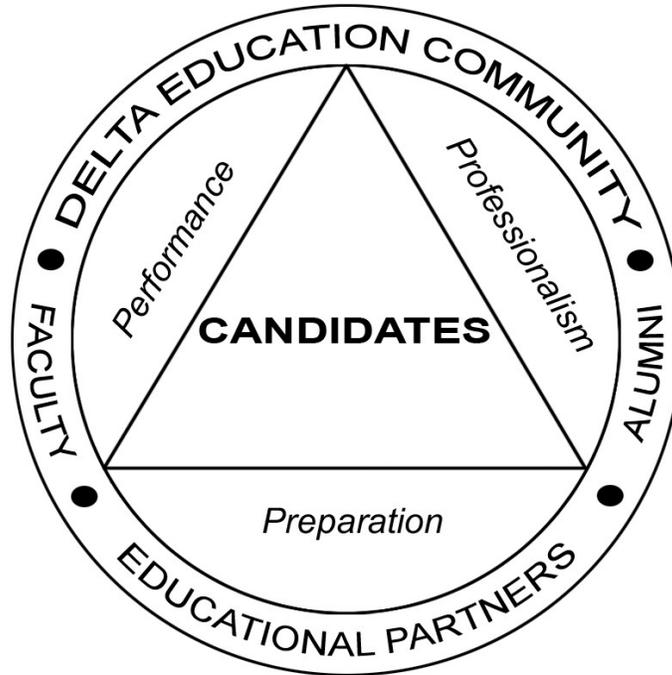
- Assignments are due according to the posted date and time on the Blackboard assignment dropbox.
- **Points will be deducted from late assignments at the rate of 2% per day.**

**Tentative Schedule**  
**FCS 343 Nutrition and Physical Fitness**

Week of:			
1/11	Overview of course and syllabus Chapter 1- Introduction	1/13	Overview of nutrition Chapter 1
1/18	Chapter 2- Healthful Nutrition for Fitness and Sport	1/20	Chapter 2
1/25	Chapter 3- Human Energy	1/27	Chapter 3
2/1	Chapter 13- Food, Drugs and Related Supplements	2/3	Chapter 13
2/8	Chapter 4 – Carbohydrates: The Main Energy Food	2/10	Chapter 4 <b>* Quiz 1 – covers Chapters 1,2,3, and 13</b>
2/15	Chapter 5- Fat: An Important Energy Source during Exercise	2/17	Chapter 5
2/22	Chapter 6 – Protein: The Tissue Builder	2/24	Chapter 6
3/1	Chapter 7 – Vitamins: The Organic Regulators	3/3	Chapter 7: Vitamins, cont <b>* Quiz 2 – covers Chapters 4,5, and 6</b>
3/8	Chapter 8 – Minerals: The Inorganic Regulators	3/10	Chapter 8 – Minerals: The Inorganic Regulators <b>Topic for Ergogenic Aid/Dietary Supplement Paper Due</b>
3/15	<b>Spring Break</b>	3/17	<b>Spring Break</b>
3/22	Chapter 9 Water, Electrolytes and Temperature Regulation <b>Grocery Store Assignment Due</b>	3/24	Chapter 10:Body Weight & Composition for Health and Sport
3/29	Chapter 10 – Body Weight and Composition for Health and Sport	3/31	Meal Planning
4/5	Meal Planning	4/7	Meal Planning
4/12	Chapter 11 - Weight Maintenance and Loss through Proper Nutrition and Exercise <b>*Weight Management Assignment Due</b>	4/14	Chapter 12 - Weight Gaining through Proper Nutrition and Exercise
4/19	<b>* Quiz 3 – covers Chapters 7,8,9, 11 &amp; 12</b>	4/21	<b>Papers Due</b>
4/26	Final Exam Review	4/28	<b>** Final Exam</b>

Delta State University  
College of Education  
Conceptual Framework

DELTA P<sup>3</sup> MODEL



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

**Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

## Weight Management Project Case Study

**\*Start by choosing a client, such as a friend or family member who would like to lose weight.**

**Please follow these instructions:**

- 1. Determine client's goal weight (start with ideal body weight and consider % body fat, personal goals, etc).**
- 2. Determine client's current calorie needs. Use Harris-Benedict or Mifflin formula.**
- 3. Determine the calorie deficit needed to help the client reach his/her goal weight. Be realistic regarding the size calorie deficit your client can tolerate from diet and the deficit that he/she can produce from exercise.**
- 4. Determine the percentage calorie deficit from diet and from exercise. When in doubt, split the difference.**
- 5. Subtract dietary calorie deficit from total caloric needs (step 2). This will give you your goal kcal level per day.**
- 6. This is where the real fun begins!  
Now you must think in terms of real food. Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) and click on the link **Daily Food Plans** (located under Popular Topics in the top right hand corner of the page). Select the daily food plan and worksheet and click on the link. This will give you the number of servings from each food group that is recommended.**
- 7. Use the worksheet to come up with a sample menu. Write a one-page summary on recommendations that you would give the client and include the meal plan that you have formulated.**
- 8. This assignment is worth 100 points and is due on 4/9/2013**