

## 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:** 7/1/2014

**End:** 6/30/2015

**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. Students who do not score at least 70% on these assessments will not be able to effectively apply the knowledge with children. Students who do not earn at least a grade of 70% in a child development course must repeat the course.

- [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 out of 4, on the assessment tool. This is considered acceptable, safe to practice. 26% of the students received an average rating of over 3.5, with a 4 rating being considered outstanding, effective practice. The remaining four percent of the students were considered marginal or unacceptable.

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

Lab evaluation forms were modified year before last 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. Instructional materials are reviewed annually; this year the curriculum committee chose to continue with the current textbook.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 more 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.

Results of faculty evaluations of student projects indicated that 80% 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; 10% required three or more instructor reviews before their projects/activities were satisfactory.

85% of the students in the past four years have achieved at least a rating of 3 on the 4-point Likert-type scale 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, 90% of the student interns received a rating of at least 3 (acceptable, safe to practice) on the assessment. Based on findings over the past four 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.

### **Use of Evaluation Results**

Additional opportunities have been created for participation in activities and programs with young children. Students designed and implemented developmentally appropriate activities for children of various age groups. Students also spent more lab hours in all classrooms to develop a better understanding of developmentally appropriate activities for children birth through 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.

Additional class time is still dedicated to the instruction of creating developmentally appropriate activities. Blackboard is also used to hold student discussions, and additional web resources for students are utilized to locate developmentally appropriate activities for children. Individual conferences are held with students who require more individualized instruction.

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. This is an increase from the earlier requirements. 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 were modified to help students understand prior to evaluations what the expectations were.

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 this last year to accommodate more written comments from the Child Development teachers.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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, and 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.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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



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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 thirteen 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, 75% of students earned a grade of 75% or higher from the instructor on their career research papers.

**Use of Evaluation Results**

An in-depth research project was added in the past several years to enhance their knowledge base and improve their written communication skills. No new requirements have been added

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 75% or higher by the instructor.

**Use of Evaluation Results**

Wardrobe analysis project was amended in the last couple years to incorporate revised software. Students were also shown available internet sites to facilitate their wardrobe selection process. They learned that this information and skill would be transferrable to their clients in the future.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 products that incorporated their content knowledge and research. Photoshop technology was incorporated into Trend Board design several years ago. At least 80% of students earned a grade of 75% or higher on the trend board assignment. This year's trend board assignment changed focus from a fiber focus, to a general trend focus.

**Use of Evaluation Results**

Assessment methods changed to reflect an evaluation procedure that pays more attention to detail.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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. 90% 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**

Current additional readings were assigned to enhance knowledge base for research papers.



## **BS-FCS-FM 05: LO Business and creative concepts**

**Start:** 7/1/2014

**End:** 6/30/2015

**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; 80% 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.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 75% or higher from their instructor on lab notebooks. 75% of students earned at least an 75% or higher on 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.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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**

90% of students received a score of three or better on a four-point scale for their performance on the Nutrition Care Process.

### **Use of Evaluation Results**

Overall, the Intern evaluations by their Preceptors are excellent. 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. The total number of hours in FCS 479 (clinical aspect of Supervised Practice) was changed from 540 to 500 to allow students to be able to complete the required hours within one semester.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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



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Dietetics (AND), the facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

**Results of Evaluation**

90% of students received a B or higher on their major case study paper and presentations.

**Use of Evaluation Results**

Preceptor evaluations of interns were above average. The number of nutrition assessments and case studies required (specify the number of cases with diabetes, cardiovascular disease, digestive disorders, inborn errors of metabolism, etc.) was reviewed for possible increases. Students are continuing to complete a minimum of ten mini case studies in FCS 477 and one major case study for FCS 479.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 AND competencies for the specific Supervised Practice rotation.

**Results of Evaluation**

90% of students received a score of three or better on a four-point scale for their performance on the Nutrition Care Process.

**Use of Evaluation Results**

Students have been evaluating and developing menus for diverse clients in a variety of settings, from child care, to senior adults, as well as recipes and menus for special diets in hospitals and nursing homes. The instructor for FCS 360 Quantity Food Procurement and Production is seeking additional quantity food experiences to supplement the classroom and laboratory experiences currently utilized.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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,

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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 facility preceptors (in each Supervised Practice location) rate each student and provide feedback comments.

**Results of Evaluation**

90% of students received a grade of B or higher on their major case study paper and presentation.

**Use of Evaluation Results**

Students have successfully used the AND (Academy of Nutrition and Dietetics) Evidence Analysis Library and relevant literature for nutrition assessments as well as their major case study.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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.

**Use of Evaluation Results**

Students have received guidance on their business plans from instructors in the FCS 460 and the FCS 478 courses

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

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Family and Consumer Sciences

**Learning Outcome**



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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 AND competencies for the specific supervised practice 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 students received a grade of B or higher in the Supervised Practice in Foodservice Management (FCS 478) course. 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 supervised practice rotation. Based on the results of the 2013 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 is being 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.

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

**Start:** 7/1/2014

**End:** 6/30/2015

**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 AND competencies for the specific supervised practice rotation.

**Results of Evaluation**

At least 90% of students received a grade of B or higher in their supervised practice courses. 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

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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**

Students have taken advantage of opportunities to conduct safety, security, and sanitation audits in various rotations and facilities. This has increased the students' knowledge of regulations regarding safety and sanitation.



## Gen Ed Learning Outcomes



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

**Start:** 7/1/2014

**End:** 6/30/2015

#### **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. At least 85% of the students will complete the budget, and the average grade for those completed will be at least 85%.

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

#### **Results of Evaluation**

The percentage of those completing the assignment was 89%. The mean average percentage grade earned by students in personal finance for the academic 2014-15 year was 95%, indicating that the students who completed the assignment showed good understanding of the budgeting process and the quantitative skills required in its completion.

#### **Use of Results**

The students showed good understanding of the budgeting process and the quantitative skills required in its completion.

There are no plans to change the assignment.

#### **Related Items**



**GE 03: Quantitative Skills**



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

**Start:** 7/1/2014

**End:** 6/30/2015

#### **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 databases related to areas of personal finance. They are to analyze the findings

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and write a reaction paper related to the articles. The paper should be based on personal insights and responses to the information.

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

**Related Items**

  **GE 04: Inquiry and Technology**

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 **FCS\_270\_GE05: Self**

**Start:** 7/1/2014

**End:** 6/30/2015

**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**

Students wrote two papers with 90% completing both assignments. The average grade for the assignments was 89%.

**Use of Results**

Students achieved an excellent result for this assignment and it appears to be accomplishing the goals established. There will be no changes in the assignment for the coming year.



**Related Items**



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 **FCS\_270\_GE08: Perspectives**

**Start:** 7/1/2014

**End:** 6/30/2015

**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](#)

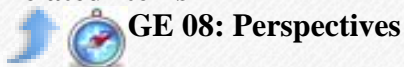
**Results of Evaluation**

Analysis of the assignments submitted indicated that 90% of the students completed the assignment. Of those who completed the paper, the mean percentage grade was 90%.

**Use of Results**

Students achieved an excellent result for this assignment and it appears to be accomplishing the goals established. There will be no changes in the assignment for the coming year.

**Related Items**





## **FCS\_325\_GE05: Self**

**Start:** 7/1/2014



**End:** 6/30/2015

### **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](#)

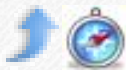
### **Results of Evaluation**

The instructor analyzed how many students completed the reaction paper, and calculated the mean grade. Over both semesters, 91% of the students completed the assignment. Of those who completed the paper, the average grade was 85%, with students showing good insight.

### **Use of Results**

While completion of the assignment was good and the average grade for the assignment was very acceptable, improvement in these scores will be addressed next semester. 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**



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

**Start:** 7/1/2014

**End:** 6/30/2015

### **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



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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 97% of the students completed all five tests online. The average of the completed five test grades in the course was 74%.

### **Use of Results**

The tests met the goals for the year related to completion rates and test average of the students. 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**



### **FCS\_343\_GE05: Self**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **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**

Students report that they find these assignments quite enlightening. In addition, of the students who submitted the assignments, 100% scored an 86% or better on the grocery store assignment and an 85%

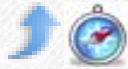
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or better on the weight management assignment. The end of the year survey revealed that students found assignments to be adequate and practical.

**Use of Results**

Students did not recommend changes for assignments in FCS 343. Such activities will remain in the course to promote real world application of skills that are learned through each assignment.

**Related Items**



**GE 05: Self**



## **Unit Goals**



### **FCS 2015\_01: Create career simulations**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **Unit Goal**

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

*(Life course development, Capacity building)*

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

#### **Evaluation Procedures**

An analysis is made of the upper-level FCS courses that utilize role playing techniques and mock interviews.

Exit interviews will further solicit information from graduates regarding their laboratory, internship, field study and supervised practice experiences. Instructors will document the numbers and types of experiences identified below. Course evaluations are also reviewed.

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

Explain if the evaluation is not complete.

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 class located and reviewed job announcements.
- Students in FCS 488 Internship in Fashion Merchandising located and secured their own internship positions.
- Students in FCS 477, FCS 478, and FCS 479 supervised practice courses for Nutrition/Dietetics, secured their own rotation sites.
- Students in all areas worked through case study simulations.
- Role-plays and mock interviews were used effectively for Dietetics students in FCS 350 Basic Skills in Dietetic Practice and in FCS 480 Senior Seminar in Nutrition/Dietetics.
- Students in all other FCS majors practiced role-playing and mock interviews in FCS 447 Professional Development. All students reported on their written reflections and many indicated on class evaluations and in their exit interviews 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.

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

How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.

Faculty have continued to utilize role-plays and other simulation exercises, such as development of a business plan, planning and serving quantity food events, and participating in 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 Senior Seminar in Dietetics. 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. The required number of credits for FCS 488 Internship in Child Development was increased from three hours to six hours.

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## **FCS 2015\_02: Technological capabilities**

**Start:** 7/1/2014

**End:** 6/30/2015

### **Unit Goal**

Maintain Canvas component in all courses within FCS concentrations to increase students' computer literacy and to provide a practice forum for the Certification Exam for Registered Dietitians. Explore other distance learning or innovative delivery methods of instruction.

*(Capacity building, Appropriate use of technology)*

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.

### **Actual Results of Evaluation**

- Canvas components are incorporated into all classes.
- Canvas was utilized in all Nutrition/Dietetics classes using a hybrid approach (part online, part face-to-face) for the provision of PowerPoint programs, notes, study guides, quizzes and/or exams.
- The Division offers several online classes on a regular basis and several courses are taught hybrid.
- Recommendations for enhancements to online classes were made based on the review of these classes and completion of the Quality Matters score sheet. The College also implemented consistent requirements for all online courses.
- The College has consistent requirements for all online courses.
- Software to practice for the Registered Dietitian (RD) examination was installed on computers in the Nutrition Counseling Center in Ewing Hall. Students can work through all of the review questions, and they also have the opportunity and the requirement to take a simulated examination.
- Software was installed and updated on computers in the Nutrition Counseling Center in Ewing Hall. Students in Experimental Foods are required to analyze recipes before and after modification and analyze differences as part of their project.

### **Use of Evaluation Results**

Canvas provides a communication venue for students and a user-friendly online format to access materials and quizzes. Canvas will continue to be utilized for PowerPoint programs, notes, study guides, quizzes and exams.

Dietetics students are now being required to take a computerized practice RD examination in each supervised practice course as well as in the FCS 480 Senior Seminar class.

Case studies are included in each supervised practice to enhance critical thinking skills.

Canvas will include more problem based learning to enhance critical thinking skills

To provide additional review for the RD Exam, a professional review course is now offered to Delta



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State students.

All technology additions to programs will:

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



### **FCS 2015\_03: Visibility**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **Unit Goal**

Formerly Goal #4

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

COE 2010 Plan #1: Quality: Capacity: Identify and build relationships with top five funders for the College, as well as funders and agencies for each division.

*(Basic human needs, Family strengths, Community vitality, Life course development, Human ecosystem, Capacity building, and Wellness)*

#### **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 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 frequently sent to local media regarding all of these activities.
- The faculty in the Division have sponsored and participated in numerous workshops/events in various areas to improve visibility. These are further outlined under Goals # 4 and #6.
- 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.
- Delta State provided quality trainings for child care providers, teachers, and other professionals in child care, promoting the importance of quality education for the very young.

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

- Nutrition/Dietetics students participated in several community health fairs.
- Nutrition/Dietetics students and faculty provided a speaker in the fall and spring semesters for the Christian Women's Job Corps.
- Nutrition/Dietetics interns and a faculty member provided diet consultations to the DSU athletes (see separate report)
- Students assisted at fundraiser events for the Cleveland library and the Mississippi Food Network.
- Delta State participated in the Mississippi Academy of Nutrition and Dietetics Annual Conference in Flowood, MS April 2015. The Quantity Foods (FCS 360) class provided a healthy snack for one of the breaks at the conference. Two DSU students led the group in a physical activity break.
- Nine Nutrition/Dietetics students and one faculty member participated in the Food and Nutrition Conference & Expo of the Academy of Nutrition and Dietetics in Atlanta, Georgia October 18-21, 2014. DSU representatives participated in a student recruitment fair and a preceptor recruitment fair; attended professional continuing education events; viewed over 500 exhibits, and networked with other professionals at the conference.
- Webb, Virginia S. (2015, June). *Utilizing the Cafeteria as a Classroom*. Seminar presented at the meeting of the School Nutrition Association of Connecticut, Rocky Hill, CT.
- Webb, Virginia S. (2015, April). *Utilizing the Cafeteria as a Classroom*. Seminar presented at the meeting of the Arkansas School Nutrition Association, Little Rock, AR.
- Webb, Virginia S. (2015, January). *Culinary Techniques for Healthy School Meals*. Seminar presented at the Hinesville, Georgia School Nutrition Education Center, Hinesville, GA.
- Webb, Virginia S. (2014, December). *Flip your Holiday Meals*. Presentation at the Coahoma Higher Education Center, Clarksdale, MS.
- Howell, Ensley (2015, January). *You found it on the Internet!* Presentation at the Mississippi Association of Family and Consumer Sciences. Jackson, MS.

**Fashion Merchandising students and faculty participation:**

- Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2015. Five students submitted design entries. A Delta State student won the first place and another DSU student won the third place award in the competition.
- Nine design entries were submitted by six talented fashion merchandising students at Dallas Fashion Career Day 2015 sponsored by Fashion Group International. Two of these designs were selected in the top 30 designs and shown on mannequins.
- One student design and two faculty designs were selected for show in the Mounted Gallery Design Competition at the American Association of Family and Consumer Sciences (AAFCS) annual conference 2015.
- One student design was selected for show in the Live Gallery Design Competition at the International Textile and Apparel Association (ITAA) annual conference 2015.

**Use of Evaluation Results**

Students and faculty make 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.

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## **FCS 2015\_04 : Community partnerships**

**Start:** 7/1/2014

**End:** 6/30/2015

### **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.

*(Family strengths, Community vitality, Life course development, Human ecosystem, Capacity building, Resource development and sustainability, Appropriate use of technology, and Wellness)*

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

### **Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

### **Actual Results of Evaluation**

All four areas within the Division participated in the events, which particularly focused on early childhood education 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 healthy/wellness. Dietetics participation, promoting health and wellness, included:

- Annual Member and Exhibitor, DSU Health and Wellness Day (since 2005).
- 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 MS Delta.
- Child Development teachers continued their annual production of a healthy vegetable and fruit garden at the DSU Child Development Center at the Bailey building.
- *Mission Coahoma in Control: Diabetes Self-Management Program* (Oct. 1, 2013-Sept. 30, 2014) was a \$10,000 place-based grant funded by the Community Foundation of Northwest Mississippi (CFNWM). It was a hands-on program, with monthly sessions for its Coahoma County participants with diabetes. The objectives were for participants to make healthier food choices, increase physical activity, develop skills in relaxation and stress management, and then adopt all these changes into their lifestyles, in order to reduce their progression of the disease and its complications. A Nutrition/Dietetics faculty member and students assisted the Healthy Campus/Community Initiative in Clarksdale, Mississippi (December 10, 2014; December 12, 2014; provided handout materials for two events).
- Nutrition/Dietetics students assisted the Delta Music Institute in providing the Foods Lab for Russian visitors.
- Nutrition/Dietetics students assisted the Art Department in preparation of foods for Art Receptions (five times).

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- A faculty member offered community education, ServSafe® Food Safety training and certification exam.

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

- The Director of the Child Development Center provided consultation to Delta area child care programs regarding the requirements of the MS Child Care Quality Step System (QRIS).
- 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 & FCS 476 Practicum in Child Development Administration.
- *Quality Training for Early Childhood Educators in the Delta* (Oct. 1-2013-Sept. 30, 2014) was a \$20,000 grant from the CFNWM that provided for DSU to provide early childhood teachers with knowledge of best practices in early childhood education through professional development opportunities and through demonstrating optimal classroom practices using a model classroom for young children.

Fashion Merchandising students assisted with events with the Bolivar County Extension Service. A faculty member served on the Board of the Fellowship of Christian Athletes.

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

All four areas within the Division participated in events, which particularly focused on early childhood education and health and wellness education. 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. These provide a blueprint for the future.



#### **FCS 2015\_05: Use of foods lab**

**Start:** 7/1/2014

**End:** 6/30/2015

##### **Unit Goal**

Formerly Goal #8

Utilize Ada Swindle Mitchell Foods Laboratory for catering and cooking lessons, both of which would be available for donors and their friends of Delta State University as well as the general public.

*(Basic human needs, Individual well-being, Family strengths, Community vitality, Life course development, Human ecosystem, Capacity building, Global interdependence, Resource development and sustainability, Appropriate use of technology, and Wellness)*

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

##### **Evaluation Procedures**

Evaluate faculty's lists of yearly accomplishments.

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

A number of events were offered in the Ada Swindle Mitchell Foods Laboratory, in addition to the regular class use. Some of these events included:

- The Christmas party for the Division of Family and Consumer Sciences was catered by the FCS 312 Meals classes.



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- 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 College of Education and Human Sciences Recognition of Achievement Program was catered by the FCS 360 class.
- “Junior Chefs” was taught as a weeklong class for Kids’ College.
- Several Art Receptions were catered by the FCS 360 and FCS 460 classes.
- The FCS 360 class operated “Okra Café” as a one-day class project.
- The FCS 312 class provided a Thanksgiving Lunch for children and staff from the Child Development Center.
- The Foods Lab was used for several Continuing Education events, including children’s holiday classes, Pinterest classes, and ServSafe classes.
- Community education was offered in the foods lab, including ServSafe® Food Safety training and certification exam (October 2014).

**Use of Evaluation Results**

Plan further collaborative efforts for the future. Continue the “Foodie Fridays.”



**FCS 2015\_06: Wellness**

**Start:** 7/1/2014

**End:** 6/30/2015

**Unit Goal**

Formerly Goal #9

Develop annual wellness program, collaborating with representatives from industry, campus, and nonprofit organizations, and invite the public to attend.

*(Basic human needs, Individual well-being, Family strengths, Community vitality, Life course development, Human ecosystem, Capacity building, Global interdependence, Resource development and sustainability, Appropriate use of technology, and Wellness)*

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

**Evaluation Procedures**

Determine accomplishments of the campus wellness program, including the accomplishments of the Nutrition Counseling Center, and other health and wellness activities that students and faculty have participated in.

**Actual Results of Evaluation**

The DSU Health and Wellness Committee was initially charged to develop a university-wide program to increase awareness about health and physical fitness.

Nutrition/Dietetics Faculty, along with Dietetics students, participated in Health Fairs and Screenings throughout the Delta.

The Nutrition Counseling Center has received increased usage, particularly by DSU athletes. Many of these accomplishments are further delineated in Goals #3 and #4.

**Use of Evaluation Results**

Wellness and nutrition events on the DSU campus will be continued, collaborating with representatives from industry, campus, and nonprofit organizations and the public will be encouraged to participate.

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## **FCS 2015\_07: Recruitment**

**Start:** 7/1/2014

**End:** 6/30/2015

### **Unit Goal**

Formerly Goal #3

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.

### **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 134 Family & Consumer Sciences majors in fall 2014, compared to 116 Family & Consumer Sciences majors in fall 2013, which represents a 15.5% increase. These numbers show an increase. This is a positive sign.

Program coordinators and the secretary are becoming webmasters for their areas. They are learning to continually update information on the website.

### **Use of Evaluation Results**

- The latest brochure revision includes a direct link to the web pages for each concentration.
- An intensified recruiting program is being implemented.
- The Division website continues to be enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division participate in campus recruiting events, and as many off campus events as possible.
- Recruiting information has been provided to recruitment personnel to take to high schools and community colleges.
- Students have been asked to help with recruitment at various events.
- Faculty will increase their involvement with recruitment even more this next year.
- The Division secretary and the DSU Office of Communications and Marketing are working on developing a presence for all concentrations on the Social Networking sites. Efforts continue to have Communications and Marketing enhance the Division's presence on their social networking sites.
- The Dietetics students participated in health fairs and wellness events, incorporating promotional efforts into their presence.
- DSU had a recruiting booth at the annual meeting of the Mississippi Academy of Nutrition and Dietetics in and the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo.
- Eleven students have been accepted into the Coordinated Program in Dietetics for the 2014/15 year.



- Recruiting efforts need to continue to be refined and enhanced. The strategies noted above will be continued. These results will be used in setting goals and improving recruitment efforts.



## **FCS 2015\_08: Faculty**

**Start:** 7/1/2014

**End:** 6/30/2015

### **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.

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

COE Goal: Promote effective teaching in the College of Education through the identification of indices of quality

### **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. There is one external grant for 2015 from Cotton Incorporated obtained by the Chair and Fashion Merchandising faculty member. The faculty provided service to the university and to the public through presentations to a variety of groups on various topics. One faculty member successfully submitted her two-year pre-tenure portfolio. 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 Child Development faculty member served on many community committees. The faculty member in the Food Science area made several presentations at university and community events. The Chair and Fashion Merchandising faculty member served on the Board of the Mississippi Association of Family & Consumer Sciences (MAFCS) for 2014 and as Secretary of the Collegiate Assembly of the American Association of Family and Consumer Sciences for a second term.

### **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.

## **Section IV.a**

### **Brief Description**

#### **Narrative**

Brief Description and/or Narrative of programmatic scope:

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.

## **Section IV.b**

### **Comparative data**

#### **Narrative**

The data show that enrollment declined after 2010-11 and reached a low during 2012-13. It is now trending upward. Total enrollment for 2012-13 was 192, 235 for 2013-14, and 271 for 2014-15. The three-year trend reflects an increase of 41% from 2012-13 to 2014-15. The one-year trend is a 15% increase in enrollment.

The data show that the number of graduates has fluctuated. The total number of graduates for the past three years is 23 in 2012-13, 25 in 2013-14, and 36 in 2014-15. The three-year trend reflects an increase in number of graduates of 56%. The one-year trend reflects a 44% increase in graduates.

The data show that credit hour production has fluctuated but has been increasing since 2012-13. Total FCS CHP was 2999 in 2012-13, 3419 in 2013-14, and 3486 in 2014-15. While there was a decrease in CHP from 2010-11 (3195) to 2012-13 (2999), it has been increasing since 2012-13. The three-year trend shows an increase of 16% in CHP. The one-year trend shows an increase of CHP of 2%.



## **Section IV.c**

### **Diversity Compliance Initiatives and Progress**

1. Describe the special efforts made in 2014-15 to employ, train, and promote members of the “other race.”
2. Describe faculty exchange arrangements between “other race” institutions and indicate the number of faculty members involved.
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.
4. Identify distinguished professorships or “other race” personnel brought to the campus in 2014-15.
5. Describe the cooperative programs involving both faculty and students between “other race” institutions and indicate the number of persons involved.
6. Identify new programs approved in 2014-15 which have the potential of attracting “other race” students and faculty members.
7. Identify and describe efforts and accomplishments in strengthening existing programs and thereby attracting “other race” students and faculty members.

### **Narrative**

1. The Division employs student workers each semester. In fall 2014, there were three student workers and they were all African-American. Two graduate assistants were employed, and they were both Brazilian. In spring 2015, there were three student workers, who all were African-American. One full-time graduate assistant was employed and he was from Madagascar. Two part-time graduate assistants were employed. One was Brazilian and one was African-American. In summer 2015, one student worker was employed, and she was African-American.  
Eight “other race” staff members were employed by the Division of Family and Consumer Sciences in 2014-15. Eight 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.  
In the Child Development Center, during the 2014-15 term, eight children classified as “other race” were part of this program (three of the 66 children in the center are African-American and five are Asian).
2. No formal exchange arrangements exist between the division and “other race” institutions; however, all 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. Three assistant teachers currently have Child Development Associate (CDA) credentials. All five lead teachers in the Child Development Center and the three other teachers have Bachelor’s degrees with concentrations in Child Development.  
Two teachers have completed Master’s degrees; one in Special Education and one in Business Administration. DSU encourages these efforts with its tuition remission program and a small stipend upon their graduation.
4. No distinguished professorships were available in 2014-15.
5. No programs of this sort currently exist in the Division.
6. The Division continues to actively recruit “other race” students and faculty members. The Division added a fourth concentration in 2013-14: Food and Nutrition Management. It is predicted that this will attract “other race” students.
7. 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

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(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 2014-15 membership of the Coordinated Program in Dietetics is 20% African-American and 80% White.

**Section IV.d**

**Economic Development Initiatives and Progress**

**Narrative**

**Section IV.e**

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

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. Most of the faculty members in the Division have worked with Robin Boyles in the DSU Grants Office to explore funding opportunities.

**Narrative**

**Internal and external funding that was received**

External:

- Yaoyuneyong, G., Haynes, J., Young, J., and Burgess, B. *Mississippi Cotton: Weaving Futures* (2015). (01/-1/15-12/31/15). \$40,000 total grant, divided among the collaborative of The University of Southern Mississippi, Delta State University, and Mississippi State University. \$5,000 for the DSU project, *Delta Cotton* and \$5,000 from the general grant.
- Haynes, J. *PGM Educator Support Program* (2014). Two commercial PGM dress forms, valued at \$1,000.
- Farris, S. and Haynes, J. (09/01/13-09/30/14). *Quality training for early childhood educators in the Delta*. (09/01/13-09/30/14). \$20,000 provided by the Community Foundation of Northwest Mississippi.
- Farris, S. (Fall 2014). *Art education for preschoolers*. \$250 from the Crosstie Arts Council.
- Pickard, L. and Haynes, J. (09/01/13-09/30/14). *Mission Coahoma in control: Diabetes self-management program* \$10,000 provided by the Community Foundation of Northwest Mississippi

Internal:

- Faculty received a total of four Faculty Development Grants with funds totaling about \$4000.
- Dr. Jan Haynes, Dr. Ensley Howell, Ms. Stephanie Farris, and Dr. Virginia Webb 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 instruction.
- All faculty members who presented at national conferences were awarded a \$200-\$250 mini research travel grant to subsidize travel expenses.



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**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.

Through the Nutrition Counseling Center, the Division continued to provide nutritional assessments to 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.

- The Nutrition Counseling Center provided information to interested clients and scheduled nutrition consultations upon request.
- Dietetics students participated in the annual community Delta Health and Wellness Day conducting cholesterol screenings for participants and providing them with nutrition information.
- Dietetics students recruited and assisted in planning and conducting nutrition counseling for Delta State athletes.

Service Learning for FCS Annual Report July 1, 2014-June 30, 2015

<b>List of Projects</b>	<b># Students Involved</b>	<b># Hours</b>	<b>Total # of Projects</b>	<b>Faculty Involved</b>	<b>Accomplishments</b>
Junior Chefs/Kids College 2015	5	84	1	Webb	14 children, grades K-2; 6 children grades 3-6 participated.
Mississippi School Nutrition Association	0	10	1	Webb	Participated in leadership training and board meetings
ServSafe Manager Training for Certification	12	30	2	Webb	Community members and students became certified in food safety
Catering for COEHS Honors Day	15	60	1	Webb	Provided food for reception honoring COEHS students

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Community Diabetes presentations in Clarksdale	1	12	2	Webb	Presented 2 sessions to diabetics, included lecture and food demo/tastings
Catering for Art Receptions	8	56	3	Webb	Provided food for art receptions at DSU--approximately 75 people per reception
Menu Planning presentation for the A to Z Early Childhood Workshop	2	10	1	Webb	10 hours includes prep and presentation; over 30 community members educated and 2 students
Pediatric Workshop for DSU Nutrition & Dietetics Students	14	8	1	Howell, Webb	Approximately 25 people attended the workshop.
Catering for Sustainability workshop	10	40	1	Webb	Approximately 40 people attended the workshop.
Entrepreneur's Workshop for Dietetics students and preceptors	18	4	1	Webb, Howell	Approximately 35 people attended the workshop.
Cleveland School District Health and Wellness Day	3	7	1	Howell	Approximately 600 people attended
Nutrition Booth at Lockard Elementary School, Indianola	1	5	1	Howell	Approximately 100 students attended the workshop
Early Childhood Education Trainings at DSU	2	12	3	Farris	Approximately 30 participants attended each of five workshops



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**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 Ewing office 111

FCS Advisory Board: Records archived in Ewing office 111

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**

V.a	<u>faculty</u> <u>Full time faculty</u> Stephanie Farris, M.Ed.  Janice Haynes, Ph.D. Ensley Howell, Ph.D., R.D., L.D. Tommy Taylor, Ph.D. Virginia Webb, PhD., R.D.	2014-2015  Special Education Fashion Merchandising Nutrition/Dietetics Marriage and Family Nutrition/Dietetics
	<u>Adjunct faculty</u> Connie Black, M.S., Ph.D., R.D., L.D. Lynn Burney, M.S., Ph.D., R.D., L.D. Janie Cole, M.S., R.D., L.D. Jana Mason, M.S., R.D. Jacinda Roach, Ph.D., R.D. Keith Rushing, Ph.D., M.S. Carrie-Grace Washer, M.S.	Nutrition/Dietetics  Nutrition/Dietetics Nutrition/Dietetics Nutrition/Dietetics Nutrition/Dietetics Child Development

V.d New position(s) requested, with justification:  
There is a need for new position. There is extreme concern for recruiting and retaining highly skilled faculty for the Medical Nutrition Therapy courses. During the next year, the faculty in Nutrition and Dietetics will evaluate status and present proposal for possibly reducing overload hours and adjunct hours to allow hiring another faculty member.

V.e Recommended change of status  
The chair has been removed and is considered faculty

**A. Noteworthy activities and accomplishments: July 1, 2014-June 30, 2015**

**1. Teaching**

**a. Technology enhanced courses**

- Canvas components are incorporated into all classes.
- The Division offers several online classes on a regular basis and several courses are taught blended. Recommendations for enhancements to online classes were made based on the review of these classes and completion of the *Quality Matters* score sheet. The College has requirements for all online courses.
- The College implemented consistent requirements for all online courses.
- Software to practice for the Registered Dietitian (RD) examination was installed on computers in the Nutrition Counseling Center in Ewing Hall. Students can work through all of the approximately 1200 questions, or they can take a two and one-half hour simulated examination.



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- Smart carts and/or ceiling mounted projectors and screens have been implemented in nearly all classrooms.
- A Smart Board was installed in one of the classrooms.
- PowerPoint was used on a regular basis for most classes.
- Canvas was utilized in all classes for the provision of PowerPoint programs, notes, study guides, quizzes and/or exams.
- Courses now offered exclusively online are: FCS 330 Infant Development, FCS 343 Nutrition and Physical Fitness, FCS 345 General Nutrition, FCS 355 Community Nutrition, FCS 444 Child Nutrition, FCS 476 Practicum in Child Development Administration, and 494 Family & Consumer Sciences: Philosophy and Issues.

**b. Collaborative/Team Teaching**

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

**c. Creative scheduling**

The expanded use of Canvas extended the time flexibility for students and faculty in many

classes.

Some intersession classes were taught in the Division.

Numerous classes are totally online, blended, or web-enhanced.

**d. Faculty Evaluations**—include student ratings

For 2014-15, most faculty averaged ratings between 4 and 5 on a 5 point scale

Most student comments were positive. Faculty are also following the new College of Education and Human Sciences requirements for online courses.

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

FCS faculty met regularly throughout the year. Additional communication was conducted via email and personal conversations.

**f. Curriculum/Accreditations, Ratings**—

- The Child Development Center applied for accreditation by the National Association for the Education of Young Children (NAEYC) in 2009 and was accredited in 2010 for five years. Annual reports are submitted to NAEYC. 2015 is a re-accreditation year, and documents are being prepared.
- The Child Development Center (CDC) participates in the Mississippi Quality Rating Improvement System (QRIS) or quality stars Program. This is Mississippi's tiered Quality Rating and Improvement System. It was developed by the [Division of Early Childhood Care and Development \(DECCD\)](#) of the [Mississippi Department of Human Services](#). Delta State was one of only a few centers in the state to be awarded a four-star rating in 2012; this rating dropped to three stars in 2013, but the Center earned a four-star rating in 2014, falling only one one hundredth of a point short of the five-star rating. There are very few centers in the state with a five-star rating that have the full range of ages from six weeks to five years. Delta State has the comprehensive age range. A technical assistant from Partners for Quality Child Care has provided technical assistance to the CDC Director. Partners is designed to assist directors and teachers at licensed child care facilities in Mississippi to help improve the quality of centers and individual classrooms.
- The Coordinated Undergraduate Program in Dietetics is accredited by the *Accreditation Council for Education in Nutrition and Dietetics (ACEND)*. The Dietetics Program submitted their self-study for re-accreditation in August 2014, with a site visit in November 2014. In February of 2015 a Site Visit

## ***Delta State University FY2015 Unit Level Report***

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

Response report was submitted to ACEND. In April of 2015 a report on the pass-rate was submitted to ACEND.

- The Division of Family & Consumer Sciences is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division submitted the 600 page self-study on Sept. 1, 2014 for re-accreditation, with a site visit that followed in February 2015. The report was very well received, with many positive comments on its comprehensiveness. The site visit report was very positive, with ten commendations and five recommendations, which were very general. The final decision will be made in December 2015.

#### **g. Awards/Honors/Noteworthy Accomplishments**

- Fashion Merchandising students were visible at the student design competition at the Mississippi Association of Family & Consumer Sciences state meeting in February 2015. Four students submitted design entries. A Delta State student won the first place award and one won the third place award in the competition.
- Nine design entries were submitted by seven talented fashion merchandising students at Dallas Fashion Career Day 2015 sponsored by Fashion Group International. Two of these designs were selected in the top thirty designs and were shown on mannequins.
- One student design and two faculty designs were selected for show in the Mounted Gallery Design Competition at the American Association of Family and Consumer Sciences (AAFCS) annual conference 2015, Jacksonville, FL.
- Bartolome, N. and Haynes, J. (November 2014). *Spanish Dancer*. Wearable art design accepted for the Apparel Design Juried Competition, Annual conference of the International Textile and Apparel Association (ITAA).
- DSU Hamilton-White Child Development Center received the "People's Choice" Award for excellence in child care services from the *Bolivar Commercial*.
- DSU Hamilton-White Child Development Center received the "Best of the Best" Award for excellence in child care services from the *Cleveland Current*.

## **2. Scholarship**

### **Publications**

#### **Refereed Article**

#### **Reviewer**

Howell, E. Reviewer for Academy of Nutrition and Dietetics Position Paper: *Food and nutrition programs for community-residing older adults*

Webb, V. (2015, March). Reviewer for a manuscript *Competitive foods' impact on children's fruit and vegetable consumption: An observational plate waste study in a Mississippi elementary school* submitted for publication in the Journal of Human Sciences and Extension.

### **Presentations**

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

#### **National:**

Haynes, J. (2014, June). *Delta blues regenerated for Mardi Gras*. Apparel design presented at the 105th

Annual Conference and Expo of the American Association of Family and Consumer Sciences (AAFCS) with theme, *Global Gateway to Healthy and*



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*Sustainable Families*, St. Louis, MO. Abstract published in online design proceedings.

Haynes, J. (2014, June). *Summer garden party*. Apparel design presented at the 105th Annual Conference and Expo of the American Association of Family and Consumer Sciences (AAFCS) with theme, *Global Gateway to Healthy and Sustainable Families*, St. Louis, MO. Abstract published in online design proceedings.

Haynes, J. (2014, June). Faculty sponsor for student design by Gorton, A., *Modern vintage matrimony*. Apparel design presented at the 105th Annual Conference and Expo of the American Association of Family and Consumer Sciences (AAFCS) with theme, *Global Gateway to Healthy and Sustainable Families*, St. Louis, MO. Abstract published in online design proceedings.

Haynes, J. (2014, November). Faculty sponsor for student design by Bartolome, N., *Spanish dancer*. Apparel design accepted for presentation in the Live Gallery at the International Textile and Apparel Association Conference, Charleston, S.C. Funds not available to attend conference.

Faculty sponsor for student exhibits:

**Regional:**

Haynes, J. (2015, April). Faculty sponsor for two student apparel designs that were shown on mannequins (nine total submissions), Dallas Fashion Career Day 2015 sponsored by Fashion Group International.

**State:**

Cox, S. (2015, Feb. 27). *Cocktail red*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Brandon, MS.

Jones, D. (2015, Feb. 27). *Leather repurposed*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Brandon, MS.

Roach, A. (2015, Feb. 27). *Tonal tunic*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Brandon, MS.

Stroven, K. (2015, Feb. 27). *Wearing the story*. Poster and original apparel design. Mississippi Association of Family & Consumer Sciences Annual Conference, Brandon, MS.

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**Presentations of scholarship and creative work to community audiences:**

Haynes, J. (2015, February). Spoke to local DAR group.

Haynes, J. (2014, November). Presented mounted exhibit, "Fashion Rethreads on the Green Carpet," of

student and faculty original cotton apparel designs at the Warehouse Restaurant, Cleveland, MS.

Haynes, J. (2014, November). Spoke to EPHFIC Woman's Club.

Haynes, J. (2014, May). Presented mounted exhibit of student and faculty original cotton apparel designs at

the annual meeting of the Delta Council. DSU campus, Cleveland, MS.

**Reviewing Professional Publications:**

**Editing Professional Publications**

**3. Service**

**a. Service to the Profession**

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

Haynes, J. (2014-15). Family and Consumer Science Education Collaboration Project

(2) Holding offices, chairmanships, etc.

Haynes, J. (2014-15). Mississippi Association of Family and Consumer Sciences, Registration Chair

Haynes, J. (2011-15). Collegiate Assembly, American Association of Family and Consumer Sciences, Secretary

Webb, V. (2015-2017). Foodservice Systems Management Education Council, Secretary for National Group.

Webb, V. (2014-2016). Mississippi School Nutrition Association, College Section Chair

(3) Membership

Farris, S., Mississippi Early Childhood Association

Farris, S., National Association for the Education of Young Children

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

Haynes, J., National Association for the Education of Young Children

Howell, E., Academy of Nutrition and Dietetics

Howell, E. Mississippi Academy of Nutrition and Dietetics

Howell, E. Northwest District Academy of Nutrition and Dietetics

Howell, E. Northeast District Academy of Nutrition and Dietetics

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

of Nutrition and

Dietetics

Howell, E. Sports, Cardiovascular, and Wellness Nutrition Practice Group of the Academy of

Nutrition and

Dietetics

Webb, V., Academy of Nutrition and Dietetics

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Webb, V., Food and Culinary Professionals Dietetic Practice Group of the Academy of Nutrition and Dietetics  
Webb, V., School Nutrition Services Dietetic Practice Group of the Academy of Nutrition and Dietetics  
Webb, V., Mississippi Academy of Nutrition and Dietetics  
Webb, V., School Nutrition Association  
Webb, V., Mississippi School Nutrition Association  
Webb, V., American Association of Family & Consumer Sciences  
Webb, V., Mississippi Association of Family & Consumer Sciences

**b. Service that affects the university**

(1)

Farris, S., Faculty Representative for Kappa Delta Sorority

Farris, S., Staff Representative for DSU Staff Council

Haynes, J., Faculty Advisor for the Student Association of Family and Consumer

Sciences (SAFCS)

Haynes, J., DSU College of Education Recognition of Achievement Program, Chair,

Decorations

Haynes, J., FCS Proxy Representative for DSU Faculty Senate

Haynes, J., Organizational committee for the DSU "Fashion Rules, Music Rocks"

Fashion Extravaganza

Haynes, J., wrote the ten year re-accreditation self-study report for the American Association of Family and

Consumer Sciences (AAFCS). 600 pages.

Howell, E., DSU Health and Wellness Committee

Howell, E., Faculty Advisor for the DSU Student Dietetic Association

Howell, E. and Webb, V., Coordinators, Nutrition and Dietetics Workshop on Business

Plans

Howell, E. Coordinator for Workshop on Pediatric Nutrition

Howell, E., wrote the ten year re-accreditation self-study report for the Accreditation Council for Education in

Nutrition and Dietetics (ACEND).

Taylor, T., DSU Courtesy Committee

Taylor, T., DSU Faculty and Staff Benefits Committee

Taylor, T., DSU Golf Committee

Taylor, T., FCS Representative on DSU Faculty Senate

Taylor, T., Board of Fellowship of Christian Athletes

Webb, V., Faculty Advisor for Kappa Omicron Nu

(2) Recruitment

Most faculty members have taught continuing education classes.

- The Division website continues to be enhanced and updated. This site provides information on programs to prospective students.
- Faculty in the Division participate in all on campus recruiting events, and as many off campus events as possible.
- Recruiting information has been provided to recruitment personnel to put in high schools and community colleges around the state.
- Students have been asked to help with recruitment at various events.



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(3) Taskforces, service groups, champions, etc.

Farris, S., Faculty/Staff Facilitator, Child Development Center

Parent Advisory Board

Webb, V., Louisiana Tech University Dietetic Internship Advisory

Board

**c. 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 birth to preschool in the community. The Child Development Center and Director offered monthly trainings to area child care providers and professionals through September 2014.

During the fall semester 2014, the fashion promotion class (FCS 484) and Jan Haynes worked with the DSU Foundation office and Pat Kerr Tigrett, Memphis couturiere, to coordinate and help promote a fashion extravaganza, "Fashion Rules, Music Rocks," at the DSU Bologna Performing Arts Center. This show featured the original designs of Pat Kerr Tigrett. A share of the proceeds is to benefit fashion merchandising scholarships. The students also coordinated and set up a large exhibition of student and faculty design work, "Fashion Rethreads on the Green Carpet," at the Warehouse restaurant. All of the featured designs were largely created by repurposing materials other than typical fabric yardage. These events provided a lot of exposure of the work and the program.

Farris, S., Member, Officer, Cleveland EPHFIC Woman's Club

Haynes, J., Bolivar County Extension Service Advisory Board

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. (2015, May). *Serv-Safe® Food Safety Certification*

*Course Instructor and*  
DSU

*Proctor for National Examination,*

Webb, V. (2015, June 15-19), *Kids' Chef* classes for Kids'

College. DSU

**Section V.b**

**Staff (Accomplishments)**

**Narrative**

V.b Staff – Amanda Robinson, Senior Secretary

## **Section V.c**

### **Administrators (accomplishments)**

#### **Narrative**

Vc. Division Chair    Janice B. Haynes

#### • Faculty:

The Dietetics Program Coordinator and the Food Service faculty member have been working with the other nutrition/dietetics faculty members, a consultant, and other professionals, on ways to improve the pass rate. With these faculty members in the Dietetics area, we continue to enhance efforts to improve the review process for students to raise our 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 even more, and become extremely competitive, also improving the pass rate.

The Director of the Child Development Program has continued to strengthen her Child Development background by nearing completion of the 12 credit hour (graduate level) National Credentialing Certification that is sponsored by Mississippi State. We continue to strive with the Child Development Program and Center to increase connections and the visibility of the Center. Fundraising has been a focus to ensure that resources are available for program maintenance and improvements. Successful fundraisers are held throughout the year. The Crosstie Arts Council provided a \$250 grant to provide additional art supplies. A proposal may be written this summer to the King's Daughters and Sons Circle Number Two for \$10,000 to create an outside arts center. The budget of the Center continues to require close management. A long-term goal has been to secure a large amount of funding to build a new Center and this remains a goal. The goal for that money this year is to purchase a security system.

The biggest challenge of the Fashion Merchandising program is to draw students from outside of the Delta, to increase the exposure and activities in that program. The current group of students includes some very talented individuals.

#### Accreditation:

- The Division is accredited by the American Association of Family & Consumer Sciences (AAFCS). The Division submitted its ten year self-study report in September 2014. The site visit was completed in February 2015. This has been a year of time and labor intensive self-study and total program assessment and review to make sure that all programs are on-track to meet the standards introduced by AAFCS in 2010.
- The Coordinator of the Coordinated Undergraduate Program in Dietetics is on the same time-frame as AAFCS. Their self-study was submitted in summer 2014. The Coordinator has been working closely with the Dietetics Advisory Council to maintain accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The pass rate is the largest hurdle, and the plan to get there continues to be reviewed and modified and methods for review with students continue to be expanded and strengthened.
- 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 2013. The self-study is being completed currently, and the site visit for the five year reaccreditation will be in fall 2015.
- The Child Development Center participates in the Mississippi Quality Rating System (QRIS) which operates on a five star system. The Center was evaluated in October 2014 and the report was received in January 2015. The scores for both sites averaged 5.09, with 5.10 necessary to achieve an overall 5-star rating. We will continue to work with technical consultants with raising the rating as a goal for 2015.

#### Programs:

With the Dietetics faculty, an expanded Dietetics Advisory Council was formed to seek additional input from students, faculty, and preceptors. We are all very focused on increasing the enrollment in the program, and in

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improving the pass rate for the RD exam. The enrollment in the Division dropped during the recession in 2008, after the record high in 2007. It has begun to move back upward. Faculty members continue to seek new methods of recruitment as outlined above in the document. The addition of the Nutrition/Dietetics and the Fashion Merchandising programs to the WIA funding list should help with recruitment and retention in the programs. We will resubmit paperwork next year to try to get Child Development added to this funding opportunity list.

- Funding within Division

From University/Foundation

Four Faculty Development/Research Grants

Four faculty completed requests for maximum funding (\$500) from the DSU Dulce Funds. All requests were to support/enhance classroom experiences. All requests were honored, enabling the Division to add new instructional resources and equipment, which will benefit programs.

- External Funding within the Division:

- o \$250 -- Crosstie Arts Council Grant—funding was obtained to purchase art supplies for the Child Development Center.

- o \$20,000 -- Quality Training for Early Childhood Educators in the Delta. (09/01/13-09/30/14). Funding was provided by the Community Foundation of Northwest Mississippi.

- o \$10,000 -- Mission Coahoma in Control: Diabetes Self-Management Program. (09/01/13-09/30/14). Funding was provided by the Community Foundation of Northwest Mississippi.

- o \$5,000 -- Mississippi Cotton: Weaving Futures. (01/01/15-12/31/15). Cotton Incorporated collaborative grant with Mississippi State University and University of Southern Mississippi. Total funding is \$40,000.

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

The Child Development Center Director may submit a \$10,000 proposal to King's Daughters Hospital to obtain funding to build the outside arts center at the new Bailey playground.

- Facilities

All faculty members in the Division utilize technology to a great extent in teaching, and it is imperative that the technological capabilities within the classrooms become greatly improved. The above additions will enhance instruction. 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. The new fee for facilities improvements should allow much-needed improvements to facilities, such as carpet and new furniture.

Please describe the administrative challenges you have faced this year.



**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**

**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.**

*“Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.”*

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				

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><i>Please rate the level of performance for each category.</i></b>	1	2	3	4
<b><i>Professional and Personal Behaviors</i></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><i>Leadership Qualities</i></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 \_\_\_\_\_

\_\_\_\_ 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				



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				
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**  
**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.

**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**

**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.**

*“Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.”*

**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**

**REACTION PAPER**

Find two articles from journals and periodicals in the library or Ebsco host using electronic technology. Write a reaction paper on the articles.

**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.

**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 font about the area of life related to your interview. There should be a cover page and a reference page for the paper. Submit as one document.
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. Do not summarize the article
4. The article should not be older than three years old. I am looking for current research (written after your textbook was published.)
5. Grading will consist of the following:
  - a. the quality of the article selected
  - b. neatness and 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**

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

**REACTION PAPER**

**FCS 215**

Find an article related to Personal Finance from journals and periodicals in the library or from electronic data base. Write a 450 word reaction paper based on your personal feelings and thoughts about 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 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 3 years old. I am looking for current research since our textbook was published.
5. Grading will consist of the following:
  - a. the quality of the article selected
  - b. grammatical correctness of the writing
  - c. the personal reaction content in the paper
  - d. how well the student 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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**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**

**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**

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.

### **Method of Evaluation**

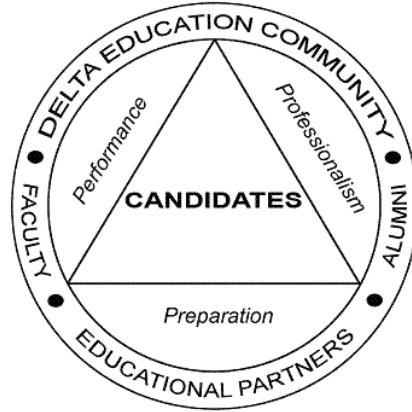
A= 90-100%	Exams	= 500
B= 80-89%	Reaction Papers	= 200
C= 70-79%	Assignments	= 100
D= 60-69%	Participation	= 100
F= Below 60%		
	Total Point	= 900

### **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 must be taken soon after date scheduled. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the department chair and dean of their school.

**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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**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).

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**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**

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.

### **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

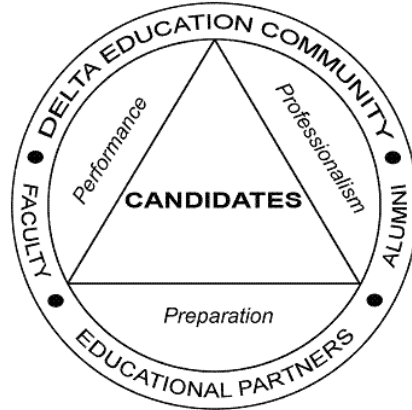
### **Policy on Late Assignments & Make-up Exams**

Late assignments will be penalized with a reduction of a letter grade. Make-up exams after an excused absence must be taken soon after date scheduled. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the department chair and dean of their school.

**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.**

*“Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.”*





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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 to 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:**

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**2. Low Cholesterol:**

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**3. Reduced:**

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**4. Good Source Of:**

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**5. Calorie Free:**

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**6. Fat Free:**

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**7. Sugar Free:**

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**8. Low Sodium:**

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**9. High In:**

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**10. High Fiber:**

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

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**12. Light:**

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**13. Health Related Claim:**

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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)	_____	_____	_____	_____

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

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

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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.
-

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

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**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**

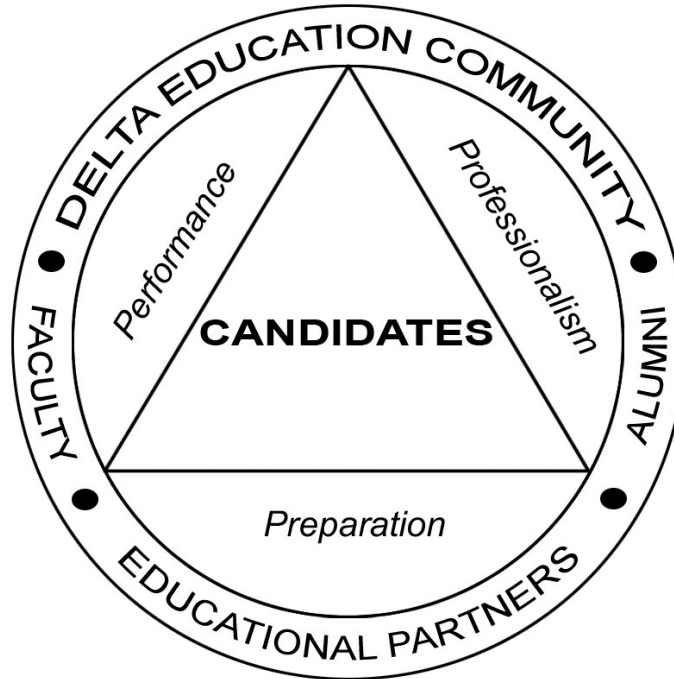
- Assignments are due according to the posted date and time on the Blackboard assignment dropbox.
- **Points will be deducted from late assignments at the rate of 2% per day.**

**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>

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## **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**