

Department of Family and Consumer Sciences Curricular Proposal 2008-2009

Department Mission

The unifying focus of the Family and Consumer Sciences profession is an integrative approach to the relationships among individuals, families, communities and the environments in which they function. This is in congruence with one of the University's core values as stated in the catalog, *"the development of students as whole persons."*

The aim of the Department of Family and Consumer Sciences is to provide a broad education within the specialties of Family and Consumer Sciences:

- Child, Adolescent and Family Development
- Human Nutrition, Health and Foods
- Fashion, Apparel and Textiles
- Interiors, Housing and Textiles

The curriculum is planned to enable the student to develop a multi-cultural perspective, an understanding of the importance of serving others in their diverse environments, and skills to meet the demands of life in an ever-changing society.

The mission of the Department of Family and Consumer Sciences seeks to equip students with in-depth knowledge and skills in one specialization of the field.

Curricular Overview

Delete Courses

10 Units

FCS 320	Advanced Housing Environments (2) *
FCS 325	Food Economics and Culture (2)
FCS 350	Consumer Economics (2) *
FCS 360	Interior Design Materials, Lighting and Residential Equipment (2) *
FCS 380	Fashion Merchandising (2) *

Add Courses

32 Units

FCS 101	Introduction to Family and Consumer Sciences (1)
FCS 203	Infant and Toddler Development (3) *
FCS 235	Lighting (3) *
FCS 290	Fashion Retailing (3) *
FCS 300	Food Economics and Management (2)
FCS 303	Cultural Foods (2)
FCS 313	Adolescent Development in the Family Context (2) *
FCS 331	Community Nutrition Practicum (1) *
FCS 345	Materials and Resources (3) *
FCS 390	Fashion Buying (3) *
FCS 410	Designing Residential Interiors (3) *
FCS 414	Practices in Nutrition Education and Dietary Counseling (2) *
FCS 417	Medical Nutrition Therapy Practicum (1) *
FCS 430	Designing Commercial Interiors (3) *

Changes in Course Name, Code or Units of Present Courses

7 Units Increase

From	FCS 115	Fundamentals of Interior Design (2)
To	FCS 115	Introduction to Interior Design (3)
From	FCS 130	Fashion Industry (2)
To	FCS 130	Fashion Industry (3)
From	FCS 140	History of Costume (2) *
To	FCS 240	History of Costume (3) *
From	FCS 200	Introduction to Computer-Aided Design In Housing/Interiors (1)
To	FCS 200	Introduction to Computer-Aided Design (CAD) (2)
From	FCS 230	Personal Resource Management (2)
To	FCS 230	Personal and Consumer Financial Management (2)
From	FCS 395	History of Design in Housing and Furniture (2) *
To	FCS 395	History of Design in Furniture and Interiors (3) *
From	FCS 400	Flat Pattern Making (2)
To	FCS 400	Apparel Design (3) *
From	FCS 405	Textile Science (2)
To	FCS 405	Textile Science (3)
From	FCS 415	Medical Nutrition Therapy (4) *
To	FCS 415	Medical Nutrition Therapy (3) *
From	FCS 425	Child Nutrition (4)
To	FCS 425	Child and Adolescent Nutrition (3)
From	FCS 435	Food Service Production and Management (2) *
To	FCS 435	Food Service Production and Management (3) *
From	FCS 455	Food Science (2) *
To	FCS 455	Food Science (3) *

Impact by Unit Load in Program/Major Areas

Department - Introduction to FCS	1
Child and Adolescent Development	4
Dietetics and Nutrition and Food	9
Fashion Merchandising	10
Interior Design	15
Total Unit Impact by Major	39

Catalog Course and Unit Implications

Total Course Additions	14
Total Course Deletions	5
Total Unit Additions	39
Total Unit Deletions	10
Total Unit Impact – Increase	29

Faculty Assignment Implications/ Total Units Offered

2006 - 2007		153
2007 – 2008		158
2008 – 2009	Year A	156
2009 – 2010	Year B	158

Limited Total Unit Impact**Resource Impact**

ITS	0
Media Services	0
Library	0
No Impact on Resources	

**Department of Family and Consumer Sciences
Curricular Proposal 2008-2009**

**Staffing Efficiency Analysis
Course Offerings – Staffing Impact
Two-Year Analysis**

Reduction in Offerings

		<u>Year A</u>	<u>Year B</u>	<u>Two-Year Change</u>
Courses Deleted from Catalog				
FCS 320	Advanced Housing Environ.	3		3
FCS 325	Food Eco. & Culture	8	4	12
FCS 350	Consumer Economics		2	2
FCS 360	Interior Design M/L/&RE	2		2
FCS 380	Fashion Merchandising	2		2
Courses with Reduced Units				
FCS 415	Med. Nutrition Therapy		1	1
FCS 425	Child Nutrition	1	1	2
Reduction of Sections Offered				
FCS 105	Apparel Construction		3	3
FCS 110	Fundamentals of Foods	3	3	6
FCS 150	Human Development	3	3	6
FCS 400	Flat Pattern Making	3		3
FCS 470	Practicum in Child Dev.	3	3	6
Total Decrease (Two Years)		28	20	48

Addition in Offerings

		<u>Year A</u>	<u>Year B</u>	<u>Two-Year Change</u>
Addition of New Courses				
FCS 101	Intro. to FCS	1	1	2
FCS 203	Infant & Toddler	3		3
FCS 235	Lighting		3	3
FCS 290	Fashion Retailing	3		3
FCS 300	Food Eco. & Mgt.	3	3	6
FCS 303	Cultural Foods	3	3	6
FCS 313	Adol. Dev. In Family		2	2
FCS 331	Comm. Nut. Prac.	1		1
FCS 345	Materials & Res.	3		3
FCS 390	Fashion Buying		3	3
FCS 410	Design Res. Interiors	4		4
FCS 414	Prac. in Nut. Ed & Die.		2	2
FCS 417	Med. Nut. Ther. Prac.		1	1
FCS 430	Design. Com. Interiors		4	4
Courses with Increased Units				
FCS 115	Intro to Interior Des.	1	1	2
FCS 130	Fashion Industry	1	1	2
FCS 200	Intro to CAD	1	1	2
FCS 240	History of Costume	1		1
FCS 395	History of Des. In F/I		1	1
FCS 400	Apparel Design		1	1
FCS 405	Textile Science	1	1	2
FCS 435	Food Ser. Pro. & Mgt.			0
FCS 455	Food Science	1		1
Total Increase (Two Years)		27	28	55

Comment

A complete and extensive analysis of the efficient use of staffing was conducted. The discrepancy between units reduced and units increased is based on a real increase of 7 units over two years (3.5 units per year). However, it should be noted that in the past, course offerings were slightly smaller than 158 units per year (trend is over two years), and in the future all program changes can be fully offered within the existing (current) staffing of 158 units per year.

Dr. Rebecca Havens, Dean of the College of Social Sciences and Professional Studies, conducted the audit with the Chair of the Department of Family and Consumer Sciences.

Department of Family and Consumer Sciences Curricular Proposal 2008-2009 Summary

General Department Proposals

Pages 11 - 14

- | | |
|------------|--|
| Proposal 1 | Add FCS 101 (1) Introduction to Family and Consumer Sciences to the curriculum and as a required course for each major within the department. |
| Proposal 2 | Combine the course content of FCS 350 (2) Consumer Economics into FCS 230 (2) Personal Resource Management. Rename the course to FCS 230 (2) Personal and Consumer Financial Management. Delete from the curriculum FCS 350 (2) Consumer Economics. |
| Proposal 3 | Rename the major Consumer Environmental Sciences to Fashion and Interiors. Change the Family and Consumer Sciences concentration to a major in Family and Consumer Sciences. Delete the major Family Life Services from the curriculum and catalog. |

Major - Child and Adolescent Development

Pages 15 -18

- | | |
|------------|--|
| Proposal 1 | Change the name of the Child Development major to Child and Adolescent Development. |
| Proposal 2 | Add a new lower division a new lower division course FCS 203 (3) Infant and Toddler Development to the lower division requirements. |
| Proposal 3 | Add a new upper division course FCS 313 (2) Adolescent Development in the Family Context. |
| Proposal 4 | Change FCS 425 (4) Child Nutrition from four (4) units to three (3) units. Rename the course "Child and Adolescent Nutrition" |
| Proposal 5 | Delete PSY 103 (3) General Psychology as a lower division requirement. |
| Proposal 6 | Delete PSY300 (4) Personality and Adult Development from the "Select 12 Upper Division units" list. |
| Proposal 7 | Add EDU (304 (3) Legal, Ethical and Wesleyan Perspectives on Education to the "Select 12 Upper Division units" list of the major requirements. |
| Proposal 8 | Add PSY 325 (4) Clinical and Community Interventions to the list of required upper division electives. |
| Proposal 9 | Add SOC 360 (3) Race and Ethnicity to the list of required upper division electives. |

Major – Dietetics**Pages 19 - 24**

- Proposal 1 Divide FCS 325 (3) Food Economics and Culture into two courses. FCS 300 (2) Food Economics and Management will become one of the two courses.
- Proposal 2 Divide FCS 325 (3) Food Economics and Cultural into two courses. FCS 303 (2) Cultural Foods will become one of the two courses.
- Proposal 3 Add FCS 331 (1) Practicum for Community Nutrition to the upper division requirements of the Dietetics major.
- Proposal 4 Add MTH 203 (3) Introduction to Statistics as a prerequisite for the course FCS 335 (2) Nutrition Research through the Life Cycle.
- Proposal 5 Add FCS 414 (2) Practices in Nutrition Education and Dietary Counseling to the upper division requirements of the Dietetics major.
- Proposal 6 Remove one (1) unit from FCS 415 (4) Medical Nutrition Therapy
- Proposal 7 Add FCS 417 (1) Medical Nutrition Therapy Practicum to the upper division requirements of the Dietetics major.
- Proposal 8 Add one (1) unit to FCS 435 (2) Food Service Production and Management, changing from two (2) units to three (3) units.
- Proposal 9 Add one (1) unit to FCS 455 (2) Food Science, changing from two (2) units to three (3) units.
- Proposal 11 Delete CSC 122 (2) Introduction to Computers course from the Dietetics major.

Major - Fashion and Interiors concentration in Fashion Merchandising**Pages 25 - 31**

- Proposal 1 Add one unit to FCS 130 (2) Fashion Industry, changing from two (2) units to three (3) units.
- Proposal 2 Add one unit to FCS 140 (2) History of Costume, changing from two (2) units to three (3) units, and changing the course number from FCS 140 (2) to FCS 240 (3).
- Proposal 3 Delete FCS 200 (2) Introduction to AutoCAD in Housing and Fashion as a requirement for the Fashion Merchandising major.
- Proposal 4 Add a new course, FCS 290(3) Fashion Retailing, a three (3) units course to the lower division requirements.
- Proposal 5 Change the course description of FCS 375 (2) Visual Presentation and Display.
- Proposal 6 Delete the course FCS 380 (2) Fashion Merchandising from the catalog.
- Proposal 7 Add FCS 390 (3) Fashion Buying, an upper division three (3) unit course

- Proposal 8 Add one unit (1) to FCS 400 (2) Flat Pattern Making and change the name of the course to FCS 400 (3) Apparel Design, a three (3) unit course to the upper division requirement.
- Proposal 9 Add one (1) unit to FCS 405 (2) Textile Science changing from two (2) units to three (3) units and changing the course description.
- Proposal 10 Delete CSC 122 (2) Introduction to Computers as a requirement.
- Proposal 11 Add PHL 211 (3) Ethics as a required General Education course.
- Proposal 12 Delete BUS (4) Professional Selling and Sales Management as a requirement.
- Proposal 13 Delete BUS 336 (4) Advertising and Promotion Management as a requirement.

Major - Fashion and Interiors concentration in Interior Design

Pages 32 - 37

- Proposal 1 Add one (1) unit to FCS 115 (2) Fundamentals of Interior Design, changing from two (2) units to three (3) Change the name of the course to FCS 115 (3) Introduction to Interior Design and revise the course description.
- Proposal 2 Add one (1) unit to FCS 200 (1) Introduction to Computer-Aided Design in Housing and Fashion, changing from one (1) unit to two (2) units. Change the title of the course to FCS 200 (2) Introduction to Computer-Aided Design (CAD). Change the description of the course and remove the prerequisite.
- Proposal 3 Add a new course FCS 235 (3) Lighting.
- Proposal 4 Delete the course FCS 320 (2) Advanced Housing Environments from the catalog.
- Proposal 5 Add a new course FCS 345 (3) Materials and Recourses.
- Proposal 6 Delete the course FCS 360 (2) Interior Design Materials, Lighting and Residential Equipment from the catalog.
- Proposal 7 Change the course description of FCS 375 (2) Visual Presentation and Display.
- Proposal 8 Add one (1) unit to FCS 395 (2) History of Design in Furniture and Housing, changing from two (2) units to three (3) units. Revise the name and description of the course.
- Proposal 9 Add one (1) unit to FCS 405 (2) Textile Science changing from two (2) units to three (3) units and change the course description.
- Proposal 10 Add a new course FCS 410 (3) Designing Residential Interiors.
- Proposal 11 Add a new course FCS 430 (3) Designing Commercial Interiors.
- Proposal 12 Delete CSC 1222 (2) Introduction to Computers as a requirement.
- Proposal 13 Add PSC 110 (4) Physical Science as a required General Education course.
- Proposal 14 Add PHL 211 (3) Ethics as a required General Education course.
- Proposal 15 Delete BUS 334 (4) Professional Selling and Sales Management as a requirement.
- Proposal 16 Delete BUS 336 (4) Advertising and Promotion Management as a requirement.

Major - Nutrition and Food concentration in Food Service Management**Pages 38 - 42**

- Proposal 1 Add FCS 225 (3) Fundamental of Nutrition as a required lower division course for the major Nutrition and Food concentration in Food Service Management.
- Proposal 2 Delete FCS 325 (3) Food Economics and Cultural from the catalog and add FCS300 (2) Food Economics and Management for the major.
- Proposal 3 Delete FCS 325 (3) Food Economics and Cultural and add FCS 303 (2) Cultural Foods for the major.
- Proposal 4 Add one (1) additional unit to FCS 435 (2) Food Service Production and Management, changing from two (2) units to three (3) units.
- Proposal 5 Add CHE 103 (5) Introduction too General, Organic and Biochemical Chemistry as a prerequisite for the major.
- Proposal 6 Delete CSC 122 (2) Introduction to Computers course from the major.
- Proposal 7 Add PHL 211 (3) Ethics to the lower division requirements for the major.

Major - Nutrition and Food concentration in Nutrition and Health**Pages431 - 48**

- Proposal 1 Delete FCS 325 (3) Food Economics and Cultural and add FCS 303 (2) Cultural Foods for the major.
- Proposal 2 Delete FCS 325 (3) Food Economics and Cultural and add FCS 300 (2) Food Economics and Management to the major.
- Proposal 3 Add FCS 331 (1) Practicum for Community Nutrition for the major.
- Proposal 4 Delete FCS 340 (2) Nutrition in Women's Well-Being from the major.
- Proposal 5 Delete COM 220 (3) Small Group Communication as a required course for the major.
- Proposal 6 Add PHL 111 (3) Ethics to the major.
- Proposal 7 Add Soc 201 (3) Cultural Anthropology to the major.
- Proposal 8 Delete FCS 335 (2) Nutrition Research through the Life Cycle from the major.
- Proposal 9 Add FCS 305 (4) Life Cycle Nutrition to the upper division requirements of the major.
- Proposal 10 Add FCS 414 (2) Practices in Nutrition Education and Dietary Counseling to the upper division requirement in the major.
- Proposal 11 Add FCS 435 (3) Food Service Production and Management to the upper division requirements.
- Proposal 12 Add COM 340 (3) Organizational Communications to the upper division requirements.

Minor - Child Development Minor**Pages 49 - 50**

- Proposal 1 Add FCS 203 (3) Infant and Toddler Development to the “One Additional Course” list.
- Proposal 2 Move FCS 305 (4) Life Cycle Nutrition to the “One Additional Course” list.
- Proposal 3 Add the new course FCS 313 (2) Adolescent in the Family Context to the “One Additional Course” list.
- Proposal 4 Delete SOC 250 (3) Sociology of the Family from minor.
- Proposal 5 Move FCS 355 (3) Development of Special Needs Children and FCS 385 (2) Family and Parenting from the “Take One Additional Course from the Following” to the list of “Take the Following Five Courses” list.

Department of Family and Consumer Sciences**Impact by Unit Load in Program/Major Areas**

Department - Introduction to FCS	1
Child and Adolescent Development	4
Dietetics and Nutrition and Food	9
Fashion Merchandising	10
Interior Design	15
<i>Total Unit Impact by Major</i>	39

Course and Unit Implications

Total Course Additions	14
Total Course Deletions	5
Total Unit Additions	39
Total Unit Deletions	10
<i>Total Unit Impact – Increase</i>	29

Faculty Assignment Implications/ Total Units Offered

2006 – 2007	153
2007 – 2008	158
2008 – 2009 Year A	156
2009 – 2010 Year B	158
<i>Limited Total Unit Impact</i>	

Resource Impact

ITS	0
Media Services	0
Library	0
<i>No Impact on Resources</i>	

**Department of Family and Consumer Sciences
Curriculum Proposal
2008-2009**

Faculty Assignment -Year A

FALL

SPRING

Faculty	Courses	Units	Courses	Units
Nancy K. Murray (25)	FCS 115 Intro to Interior Design	4	FCS 240 History of Costume *	3
	FCS 130 Fashion Industry	3	FCS 290 Fashion Retailing *	3
	FCS 200 Introduction to AutoCAD	3	FCS 370 Apparel in Human Behavior & Culture*	2
	FCS 375 Visual Presentation & Display	<u>3</u>	FCS 405 Textile Science	<u>4</u>
		13		12
Susan Rogers (25)	FCS 120 Childhood & Adolescent Dev	4	FCS 355 Dev of Special Needs Children	3
	FCS 203 Infant & Toddler Development *	3	FCS 460 Admin & Sup in E Childhood Dev	4
	FCS 310 Early Childhood Education	4	FCS 470 Practicum Development	3
	Academic Director – ECLC	<u>2</u>	Academic Director	<u>2</u>
		13		12
Cindy Swann (24)	FCS 110 Fundamentals of Food	3	FCS 110 Fundamentals of Food	3
	FCS 110 Fundamentals of Food	3	FCS 335 Nutrition Research through Life Cycle*	2
	FCS 435 Food Service Production & Mgt *	3	FCS 455 Food Science *	4
	Director of Dietetics	<u>3</u>	Director of Dietetics	<u>3</u>
		12		12
Kay Wilder (28)	FCS 101 Introduction to FCS	1	FCS 315 Personal, Family & Com Health	3
	FCS 305 Life Cycle Nutrition	4	FCS 416 Secondary School Methods in FCS	2
	FCS 315 Personal, Family & Com Health	3	FCS 425 Child & Adolescent Nutrition	3
	FCS 475 Internship in Child Development	-	FCS 475 Internship in Child Development	-
	FCS 480 Internship in FCS	1	FCS 480 Internship in FCS	1
	FCS 490 Special Studies in FCS	-	FCS 490 Special Studies in FCS	-
	FCS 497 FCS Senior Seminar	2	FCS 497 FCS Senior Seminar	2
	Chair	<u>3</u>	Chair	<u>3</u>
		14		14
Amber Bradley (6)	FCS 105 Apparel Construction	<u>3</u>	FCS 105 Apparel Construction	<u>3</u>
		3		3
Sandy Foster (12)	FCS 230 Personal & Consumer Financial Mgt	2	FCS 230 Personal & Consumer Financial Mgt	2
	FCS 385 Family & Parenting	<u>2</u>	FCS 385 Family & Parenting	2
		4	FCS 420 Child Dev in the Family & Com	<u>4</u>
				8
Margaret Peterson (23)	FCS 225 Fundamentals of Nutrition	3	FCS 225 Fundamentals of Nutrition	3
	FCS 300 Food Economics & Management	3	FCS 225 Fundamentals of Nutrition	3
	FCS 330 Community Nutrition *	3	FCS 303 Cultural Foods	3
	FCS 331 Community Nutrition Practicum *	1	FCS 340 Nutrition in Women's Wellbeing	<u>2</u>
	FCS 340 Nutrition in Women's Wellbeing	<u>2</u>		11
		12		
Adjunct (13)	FCS 150 Human Development	3	FCS 150 Human Development	3
	FCS 345 Materials & Resources *	<u>3</u>	FCS 410 Designing Residential Interiors *	<u>4</u>
		6		7

Total Units for Year A - 156

**Department of Family and Consumer Sciences
Curriculum Proposal
2008-2009**

Faculty Assignment -Year B

<u>FALL</u>			<u>SPRING</u>		
Faculty	Courses	Units	Courses		Units
Nancy K. Murray (27)	FCS 200 Introduction to AutoCAD	3	FCS 460 Admin & Sup in E Childhood Dev		4
	FCS 375 Visual Presentation & Display	<u>3</u>	FCS 470 Practicum Development		3
		13	Academic Director		<u>2</u>
					12
Susan Rogers (24)	FCS 120 Childhood & Adolescent Dev	4			
	FCS 310 Early Childhood Education	4	FCS 110 Fundamentals of Food		3
	FCS 313 Adolescent Development in the Family Context *	2	FCS 414 Practices in Nut Ed & Dietary Couns *		2
	Academic Director – ECLC	<u>2</u>	FCS 415 Medical Nutrition Therapy *		3
		12	FCS 417 Medical Nutrition Therapy Practicum *		1
			Director of Dietetics		<u>3</u>
					12
Cindy Swann (24)	FCS 110 Fundamentals of Food	3			
	FCS 110 Fundamentals of Food	3			
	FCS 365 Advanced Nutrition *	3	FCS 315 Personal, Family & Com Health		3
	Director of Dietetics	<u>3</u>	FCS 416 Secondary School Methods in FCS		2
		12	FCS 425 Child & Adolescent Nutrition		3
Kay Wilder (28)			FCS 475 Internship in Child Development		-
	FCS 101 Introduction to FCS	1	FCS 480 Internship in FCS		1
	FCS 305 Life Cycle Nutrition	4	FCS 490 Special Studies in FCS		-
	FCS 315 Personal, Family & Com Health	3	FCS 497 FCS Senior Seminar		2
	FCS 475 Internship in Child Development	-	Chair		<u>3</u>
	FCS 480 Internship in FCS	1			14
	FCS 490 Special Studies in FCS	-			
	FCS 497 FCS Senior Seminar	2	FCS 105 Apparel Construction		<u>3</u>
	Chair	<u>3</u>			3
		14			
Amber Bradley (6)	FCS 105 Apparel Construction	<u>3</u>	FCS 230 Personal & Consumer Financial Mgt		2
		3	FCS 385 Family & Parenting		2
			FCS 420 Child Dev in the Family & Com		<u>4</u>
					8
Sandy Foster (12)	FCS 230 Personal & Consumer Financial Mgt	2	FCS 225 Fundamentals of Nutrition		3
	FCS 385 Family & Parenting	<u>2</u>	FCS 225 Fundamentals of Nutrition		3
		4	FCS 303 Cultural Foods		3
			FCS 340 Nutrition in Women's Wellbeing		<u>2</u>
					11
Margaret Peterson (22)	FCS 225 Fundamentals of Nutrition	3			
	FCS 300 Food Economics & Management	3	FCS 150 Human Development		3
	FCS 340 Nutrition in Women's Wellbeing	2	FCS 220 Problems of Family Housing *		2
	FCS 445 Catering *	<u>3</u>	FCS 430 Designing Commercial Interiors *		<u>4</u>
		11			9
Adjunct (15)	FCS 150 Human Development	3			
	FCS 235 Lighting *	<u>3</u>			
		6			
FCS 115 Intro to Interior Design FCS 130 Fashion Industry 3	FCS 390 Fashion Buying *	3			
	FCS 395 His. of Design in Furn. & Interiors *	3			
	FCS 400 Apparel Design *	4			
	FCS 405 Textile Science	<u>4</u>			
		14			
	FCS 355 Dev of Special Needs Children	3			

Total Units for Year B - 158

Department of Family and Consumer Sciences Curricular Proposal 2008-2009

General Department Proposals

Proposal 1 Add FCS 101 (1) Introduction to Family and Consumer Sciences to the curriculum and as a required course for each major within the department.

Rationale: This topic is currently addressed with senior level students during FCS 497 (2) Senior Seminar. Students have been fascinated at the diversity of the career possible within the arena of family and consumer sciences and have expressed frustration with not having this information available to them earlier in their academic training. Exposing students to this information at an earlier time in their college career could help them identify a major in the department with an optimal “fit” with their interests and facilitate a more targeted and efficient use of academic units.

Catalog Copy:

FCS 101 (1) Introduction to Family and Consumer Sciences. An introduction to the integration of professional specializations within Family and Consumer Sciences. A wide array of options in each major and the career paths are presented. Discussion addresses how each specialization enhances the quality of life for individuals, families and communities. Offered every Fall.

Proposal 2 Combine the course content of FCCS 350 (2) Consumer Economics with FCS 230 (2) Personal Resource Management. Rename the course to FCS 230 (2) Personal and Consumer Financial Management. Delete from the curriculum FCS 350 (2) Consumer Economics.

Rational: Combining the critical objectives from both FCS 350 (2) Consumer Economics and FCS 230 (2) Personal Resource Management is a responsible use of curriculum and department resources, including available units. The objectives from each course that address specific competencies for the Dietetics major, single subject teaching credential and the core course objectives for all the majors in the Department of Family and Consumer Sciences is the basis of this revised course.

Catalog Copy:

Revise the name of the course and course description of FCS 230 (2) Personal Resource Management to:

FCS 230 (2) Personal and Consumer Financial Management

The relationship of values, standards, motivations and goals to the allocation of resources and the personal and consumer decision-making process. Emphasis is placed on the standards for selection of consumer goods, protection of the consumer, and conditions which influence individual and family management. Offered every semester. Quad course.

Proposal 3: Rename the major Consumer Environmental Sciences to Fashion and Interiors. Change the Family and Consumer Sciences concentration to a major in Family and Consumer Sciences. Delete the major Family Life Services from the curriculum and catalog.

The present majors offered in the department are:

Child and Adolescent Development
 Consumer and Environmental Sciences – concentration in:
 Family and Consumer Sciences
 Fashion Merchandising
 Housing and Interiors
 Dietetics
 Family Life Services
 Nutrition and Food – concentration in:
 Food Service Management
 Nutrition and Health

The proposed majors for the department are:

Child and Adolescent Development
Dietetics
Family and Consumer Sciences
Fashion and Interiors - concentration in:
 Fashion Merchandising
 Interior Design
Nutrition and Food - concentration in:
 Food Service Management
 Nutrition and Health

Rationale: The proposed changes are more succinct and more understandable to the general population who would be seeking to study the disciplines within the department. These changes in the organization of the department's programs will better align with the subject matter to be studied

The Family and Consumer Sciences major is a theory-based, practical and liberal arts education focusing on families and individuals in areas of nutrition, human development, family and community health, housing, textiles, interiors, management, apparel, and personal development. This major is consistent with the emphasis of the California State Family and Consumer Sciences/Home Economics Education: Career Path Guide and Model Curriculum Standards.

Currently within the United States, there is a critical need for Secondary School teachers in the field of Family and Consumer Sciences. It is estimated that California alone has a shortage of 500

family and consumer science teachers. Among twelve Western/Mid-Western states, Point Loma Nazarene University's program in Family and Consumer Sciences education is one of only three programs set in a Christian university.

Students majoring in the Family and Consumer Sciences major will also be able to work in federal, state and local community programs. Coursework places emphasis on the challenges facing families within today's society, and systems and skills that are needed within the context of the family functioning within the community.

Two majors are affected by this proposal, one major being reconstructed into a major to be called Fashion and Interiors and the other being eliminated, Family Life Services. The new major Family and Consumer Sciences uses the resources of the Department of Family and Consumer Sciences and other departments. With the proposed changes, this major is extremely cost-effective; it does not require any courses unique to the major.

Catalog Copy:

Listings for the majors in the Department of Family and Consumer Sciences are:

Child and Adolescent Development
Dietetics
Family and Consumer Sciences
Fashion and Interiors - concentration in:
 Fashion Merchandising
 Interior Design
Nutrition and Food - concentration in:
 Food Service Management
 Nutrition and Health

Rename the major Consumer and Environmental Sciences to:

Fashion and Interiors concentrations in
 Fashion Merchandising
 Interior Design.

Details of this major are found under the proposal heading Fashion and Interiors.

Delete Family Life Service major and change Family and Consumer Sciences concentration to the major called **Family and Consumer Sciences**.

The following page will present the course requirements for the new major **Family and Consumer Sciences**.

Department of Family and Consumer Sciences
Curricular Proposal 2008-2009
Family and Consumer Sciences

Proposed

Lower Division - 16 units

FCS 101 Introduction to Family and Consumer Sciences (1)
 FCS 110 Fundamentals of Food (2)
 FCS 150 Human Development (3)
 FCS 220 Problems of Family Housing (2)
 FCS 230 Personal and Consumer Financial Management (2)
 PHL 211 Ethics (3)
 SOC 201 Cultural Anthropology (3)

Upper Division - 21 units

FCS 300 Food Economics and Management (2)
 FCS 303 Cultural Foods (2)
 FCS 305 Life Cycle Nutrition (4)
 FCS 315 Personal, Family and Community Health (3)
 FCS 385 Family and Parenting (2)
 FCS 420 Child Development in Family and Community (4)
 FCS 480 FCS Internship (2)
 FCS 497 FCS Senior Seminar (2)

Lower Division or Upper Division - 20 units (selected from below)

FCS 105 Apparel Construction (2)
 FCS 115 Introduction to Interior Design (3)
 FCS 120 Child and Adolescent Development (4)
 FCS 130 Fashion Industry (3)
 FCS 310 Early Childhood Education (4)
 FCS 340 Nutrition in Women's Well-Being (2)
 FCS 370 Apparel in Human Behavior and Culture (2)
 FCS 435 Food Service Production and Management (3)
 FCS 460 Administration and Supervision in Early Childhood Education (4)
 PSY 320 Social Psychology (3)
 PSY 321 Abnormal Psychology (3)
 PSY 325 Clinical and Community Interventions (4)
 SOC 316 Sociology of Aging (3)
 SOC 360 Ethnicity and Status Groups (3)

Unit Analysis

Total units for major	57
G.E. units not included in major	54
Electives	17
G.E. units within major	9
Major units beyond G.E.	48

Department of Family and Consumer Sciences

Child and Adolescent Development

Rationale

The Bachelor of Arts in Child Development students study human development from birth through adolescence with an understanding of family systems woven into each aspect of development. A critical component of the degree includes connecting theories to practice through fieldwork both on site in the Early Childhood Learning Center and off site in the community programs.

This study provides an excellent foundation for individuals who wish to pursue careers or graduate studies in child and adolescent development, educational psychology, school psychology, early childhood education, family therapy, social services, education, child and family health. The degree also provides individuals with knowledge and experience that can significantly impact personal growth and development.

Changing the name to child and adolescent development encompasses what is taught and focused on in the major. The trend throughout the academic community within the United States is to include the word adolescents in the name of majors and course titles.

Department of Family and Consumer Sciences Curricular Proposal 2008-2009

Child and Adolescent Development

Proposal 1: Change the name of the Child Development major to Child and Adolescent Development.

Rationale: The courses required for the major cover the periods from prenatal development thru adolescent development. The name change would more adequately reflect the curriculum of the major. It will also align the PLNU major with other universities offering this major.

Catalog Copy: Child Development major will change to **CHILD AND ADOLESCENT DEVELOPMENT.**

Proposal 2: Add a new lower division course FCS 203 (3) Infant and Toddler Development to the lower division requirements. To be offered alternate years.

Rationale: Many of the certifications and permits in the field of Early Childhood Education require this in-depth knowledge of infants and toddlers. Current Title 22 (California Department of Social Services Licensing) staff qualifications require 3 units of infant and toddler development. Head start Programs for level of Director/Supervisor, early intervention programs and child Life specialist require students to have a background in Infant and Toddler Development. In the January, 2006 Needs Assessment Summary for San Diego County recommended an increase in services for Infant/Toddlers. This would keep the major current with professional requirements, community needs and enhance the qualifications of our students. This addition would not add lower division units to the major because of the deletion of PSY 103 (3) General Psychology.

Catalog Copy:

FCS 203 (3) INFANT AND TODDLER DEVELOPMENT

The study of the process of prenatal, infant and toddler growth and development which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-toddler and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. Classroom lecture and course readings are supplemented by observation and field experiences. Offered alternate years.
Prerequisites: FCS 120 or FCS 150.

Proposal 3: Add a new Upper Division course FCS 313 (2) Adolescent Development in the Family Context. Will be offered alternate years.

Rationale: This course would provide in-depth knowledge base of adolescent development for Child and Adolescent Development majors. This knowledge base and experience would provide majors with a wider range of ages that they would be trained to work with and broaden job opportunities. This course would be offered every other year.

Catalog Copy:

FCS 313 (2) ADOLESCENT DEVELOPMENT IN THE FAMILY CONTEXT

Developmental changes and challenges of adolescents and their families as they deal with current societal issues, autonomy, peer relationships, sexuality, parent-adolescent communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and their families will be examined using data from a variety of theoretical, empirical, and clinical viewpoints. Fieldwork is required. Offered alternate years.
Prerequisites: FCS 120 or FCS 150.

Proposal 4: Change FCS 425 (4) Child Nutrition from 4 units to 3 units. Rename the course "Child and Adolescent Nutrition"

Rationale: The reduction in units allows the major to fall within the allotted number of units as specified by the University. The addition of Adolescent to the title would bring the course title in line with the course content and the major.

Catalog Copy:

The course listing will reflect the change from 4 to 3 units. The title would change from FCS 425 (4) CHILD NUTRITION to FCS 425 (3) CHILD AND ADOLESCENT NUTRITION.

Proposal 5: Delete Psychology 103 (3) General Psychology as a lower division requirement.

Rationale: The prerequisites for the required Psychology courses in the major are met by the General Education Psychology 101 (4) Psychology of Personal Development requirements.

Catalog Copy: **Remove PSY 103 (3) GENERAL PSYCHOLOGY from the list of Lower-Division Requirements.**

Proposal 6: Delete Psychology 300 (4) Personality and Adult Development from the “Select 12 Upper Division units from” list.

Rationale: To maintain the total units requirement in majors; other classes such as Human Development and Life Cycle Nutrition meet the needs of this major more appropriately since the emphasis is on Child and Adolescent.

Catalog Copy: **Remove PSY 300 (4) PERSONALITY AND ADULT DEVELOPMENT from the requirements list titled “Select 12 Upper Division units from” of the major requirements.**

Proposal 7: Add Education 304 (3) Legal, Ethical, and Wesleyan Perspectives on Education to the “Select 12 upper-division units from” list of the major requirements.

Rationale: Addition of this course to the required upper division electives list will facilitate students in meeting the requirements for a Multiple-Subject teaching credential.

Catalog Copy: **Add EDU 304 (3) LEGAL, ETHICAL AND WESLEYAN PERSPECTIVE to the list titled “Select 12 Upper Division units from” for the major requirements.**

Proposal 8: Add Psychology 325 (4) Clinical and Community Interventions to the list of required upper division electives.

Rationale: The addition of this option will facilitate students especially in the area of child life specialist, Head Start programs, and other social services focusing on children and adolescences.

Catalog Copy: **Add PSY 325 (4) CLINICAL AND COMMUNITY INTERVENTIONS to the “Select 12 Upper Division units from” list of required upper division electives.**

Proposal 9: Add Sociology 360 (3) Race and Ethnicity to the list of required upper division electives.

Rationale: The addition of this option will facilitate students especially in the area of child life specialist, Head Start programs, and other social services focusing on children and adolescences.

Catalog Copy: **Add SOC 360 (3) RACE AND ETHNICITY to the “Select 12 Upper Division units from” list of required upper division electives.**

Department of Family and Consumer Sciences

Curricular Proposal 2008-2009

Child and Adolescent Development

Present

Lower Division – 11 units

FCS 120 Child and Adolescent Development (4)
 FCS 150 Human Development (3)
 FCS 230 Personal Resource Management (2)
 PSY 103 General Psychology (3)

Upper Division – 40 units

FCS 305 Life Cycle Nutrition (4)
 FCS 315 Personal, Family and Community Health (3)
 FCS 355 Development of Special Needs Children (3)
 FCS 385 Family and Parenting (2)
 FCS 420 Child Development in the Family Com. (4)
 FCS 425 Child Nutrition (4)
 FCS 497 FCS Senior Seminar (2)
 LIT 325 Children's Literature (3)
 PSY 321 Abnormal Psychology (3)

Select 12 Additional Upper Division units from below

FCS 310 Early Childhood Education (4)
 FCS 460 Admin & Supervision in Early Childhood Education (4)
 FCS 470 Practicum in Childhood Education (3)
 FCS 475 Child Development Internship (2-4)
 ART 319 Visual Arts in the Classroom 1 (3)
 MUE 341 Music Skills for the Elementary Classroom Teacher (3)
 PED 308 Physical Education for Children (3)
 PSY 300 Personality and Adult Development (4)
 PSY 308 Developmental Psychology – Birth Through Adolescence (4)
 PSY 409 Psychology of Cognition and Learning (4)
 SWK 340 Child Welfare (3)

Unit Analysis

Total units for major	51
G. E. units not included in major	58
Electives	19
G.E. units within major	6
Major units beyond G.E.	45

Proposed

Lower Division – 13 units

FCS 101 Introduction to Family and Consumer Sciences (1)
 FCS 120 Child and Adolescent Development (4)
 FCS 150 Human Development (3)
 FCS 230 Personal and Consumer Financial Management (2)
 FCS 203 Infant and Toddler Development (3)

Upper Division – 41 units

FCS 305 Life Cycle Nutrition (4)
 FCS 313 Adolescent Development in the Family (2)
 FCS 315 Personal, Family and Community Health (3)
 FCS 355 Development of Special Needs Children (3)
 FCS 385 Family and Parenting (2)
 FCS 420 Child Development in the Family Community (4)
 FCS 425 Child and Adolescent Nutrition (3)
 LIT 325 Children's Literature (3)
 PSY 321 Abnormal Psychology (3)
 FCS 497 FCS Senior Seminar (2)

Select 12 Additional Upper Division units from below

FCS 310 Early Childhood Education (4)
 FCS 460 Administration and Supervision in Early Childhood Education (4)
 FCS 470 Practicum in Child Development (3)
 FCS 475 Child Development Internship (2)
 ART 319 Visual Arts in the Classroom 1 (3)
 EDU 304 Legal, Ethical & Wesleyan Perspective on Ed..(3)
 MUE 341 Music Skills for the Elementary Classroom Teacher (3)
 PED 308 Physical Education for Children (3)
 PSY 308 Developmental Psychology – Birth through Adolescence(4)
 PSY 325 Clinical and Community Interventions (4)
 PSY 409 Psychology of Cognition and Learning (4)
 SWK 340 Child Welfare (3)
 SOC 360 Race and Ethnicity (3)

Unit Analysis

Total units for major	54
G.E. units not included in major	55
Electives	19
G.E. units within major	6
Major units beyond G.E.	48

Department of Family and Consumer Sciences

Dietetics

Rationale

The PLNU program for dietetics was initially accredited in Fall 2005 by the American Dietetic Association (ADA.) This accreditation permits graduating PLNU dietetics majors to apply nationwide to specialized, year-long post-baccalaureate ADA-certified internships to continue their education and training. Internship selection is highly competitive; the internship further prepares the graduate to pass a rigorous registration exam to earn full credentials as a Registered Dietitian. A Registered Dietitian is considered the nutrition and food expert who is legally qualified to prescribe medical nutritional therapy in the treatment of disease, as well as function in a myriad of positions within health/healthcare, education/training, government, and business/industry. An accredited didactic program such as ours at PLNU is expected to provide the breadth and depth of coursework to cultivate the ADA-dictated 100 core competencies which students must have before entering internships.

Due to the emphasis on science and other prerequisites mandated by ADA, as well as general education courses required by PLNU, relatively few units remain for the proprietary classes in the major. The lack of units hinders the ability of the program to provide adequate guided practice and field experience for students in the major. Alumni surveys from the past two years of graduates (students who are now engaged in a dietetic internship or employed as RDs) attests to the need for more exposure to principles in food economics, food service management, food science and medical nutrition therapy for future graduates. FCS courses required for the major do address the vast list of ADA competencies. However, the scope that must be included takes from the time needed for optimal learning through didactic and application sessions. The large proportion of units assigned to general requirements means less opportunity in each core course for the in-depth work that, ideally, would be provided by practicum.

While other accredited program allow three hours of lecture and six hours of laboratory activities per week for some courses, the same amount of knowledge and application must be squeezed at PLNU into sessions with the equivalent of only two or three semester units. Courses that should include laboratory experiences weekly or biweekly, such as food science or advanced nutrition, can provide these opportunities at PLNU only four or five times per semester. Student competency relies on sufficient time for didactic material and for application of theory.

Coursework must include disciplines in biological, physical, psychological and social sciences; business; education and mathematics. Graduates successfully completing the 131 units in the major receive a Bachelor's of Science degree. Like the curriculum in the PLNU School of Nursing, the Dietetics program would like to waive foreign language requirements for graduation because so many units must be devoted to science requirements.

As the dietetics program prepares for an ADA site visit during the 2008-2009 academic year, increasing the number of units in the core dietetic courses is imperative. Thus the following proposals are critical to our accredited Dietetics program.

Department of Family and Consumer Sciences

Curricular Proposal 2008-2009

Dietetics

Proposal 1: Divide FCS 325 (3) Food Economics and Culture into two courses. FCS 300 (2) Food Economics and Management will become one of the two courses.

Rationale: This will be the other half of the previous FCS 325 course. This class will entail only topics regarding food economics, such as food budgeting and meal management. Separating the course content will allow more focus on financial management in food decisions and laboratory time on application of food economics principles.

Catalog Copy:

FCS 300 (2) FOOD ECONOMICS AND MANAGEMENT

A study and application of food management skills, including food selection, food preparation techniques and budgetary control, in meal planning and meal service. Offered every year.

Prerequisite: FCS 110

Proposal 2: Divide FCS 325 (2) Food Economics and Culture into two courses. FCS 303 (2) Cultural Foods will become one of the two courses.

Rationale: The new FCS 303 will cover only cultural/ethnic foods in both a lecture and food production laboratory format. Separating this course content from the economics portion will allow more class time to devote to cultural food habits, and more time to complete laboratory applications with ethnic food preparation.

Catalog Copy:

FCS 303 (2) CULTURAL FOODS

The influence of world cultures and ethnic food habits on food patterns. Lecture, computer applications and food preparation laboratory. Offered every year.

Prerequisite: FCS 110

Proposal 3: Add FCS 331 (1) Practicum for Community Nutrition to the Upper Division requirements of the Dietetics major.

Rationale: This course will be taken in conjunction with FCS 330 (3) Community Nutrition. The extra unit is designed to provide field experiences and support for the didactic portion of the course. Providing additional experience in the actual community programs discussed in class will not only strengthen students' knowledge, but also make them more competitive for dietetic internship programs which seek students that have more well-rounded preparation.

Catalog Copy:

FCS 331 (1) COMMUNITY NUTRITION PRACTICUM

Application of principles of community nutrition programming, including field experience and observation of nutrition services provided by community-based organizations and governmental entities. Must enroll concurrently with FCS 330 (3) Community Nutrition. Offered 2009-2010

Prerequisite: FCS 225

Co-requisite: FCS 330

Proposal 4: Add MTH 203 (3) Introduction to Statistics as a prerequisite for the course FCS 335 (2) Nutrition Research through the Life Cycle.

Rationale: This course will be a prerequisite to FCS 335 (2) Nutrition Research through the Life Cycle. FCS 335 is a 2 unit course that covers research methods, basic statistics and lifecycle nutrition. Students entering the course with background knowledge in basic statistics will help strengthen the course, and allow more class time to focus on nutrition research and lifecycle issues.

Catalog Copy:

FCS 335 (2) NUTRITION RESEARCH THROUGH THE LIFE CYCLE

A study of nutrition specifically applied to the stages of human development and the life cycle. Current scientific literature is reviewed and applicable research methodologies are discussed. The role of statistics in scientific research is reviewed. Computer application and laboratory. Offered 2009-2010.

Prerequisites: FCS 150, FCS 225, BIO 210, CHE 152, MTH 123, MTH 203

Proposal 5: Add FCS 414 (2) Practices in Nutrition Education and Dietary Counseling to the Upper Division requirements of the Dietetics major.

Rationale: Needing enhancement in the dietetics curriculum is the area of nutrition education, i.e., teaching, interviewing, and counseling techniques that produce dietary change. Students will address nutrition education for small groups and nutrition counseling for individuals.

Catalog Copy:

FCS 414 (2) PRACTICES IN NUTRITION EDUCATION AND DIETARY COUNSELING

Practical experience in techniques that will enhance patient/client communication for nutrition education. Discussion and application of counseling methods, adult learning, motivation theory, lesson planning, group communication techniques, medical charting techniques and the general nutrition care process. Offered 2009-2010

Prerequisite: FCS 225

Proposal 6: Remove one (1) unit from FCS 415 (4) Medical Nutrition Therapy.

Rationale: The removal of one (1) unit from FCS 415 (4) Medical Nutrition Therapy will allow the addition of a practicum with field experience and other applications in acute dietary care, critical to the Dietetics majors.

Catalog Copy:

FCS 415 (3) MEDICAL NUTRITION THERAPY

A study of nutrition status and assessments; nutrition care strategies; and the modification of normal food intake with emphasis on dietary supplements necessitated by certain disease and disorder processes and conditions focusing on the hospitalized and/or ambulatory patient. Offered 2008-09.

Prerequisites: FCS 365

Proposal 7: Add FCS 417 (1) Medical Nutrition Therapy Practicum to the Upper Division requirements of the Dietetics major.

Rationale: This course is to be taken in conjunction with FCS 415 (3) Medical Nutrition Therapy. Its intent is to expose students to dietetics professionals working in hospital care, and its design will provide students practice with real-life applications in the nutrition care of hospitalized patients. Although the ideal would be to expose students to the hospital setting, area hospitals no longer allow students to “train on the floor.” Bringing dietetic professional to the classroom will strengthen students’ knowledge and also make them more competitive for dietetic internship programs that seek students with more than classroom experiences.

Catalog Copy:

FCS 417 (1) MEDICAL NUTRITION THERAPY PRACTICUM

Case studies, medical chart notation practice, opportunity to interact with dietetic professionals working in clinical fields. Must enroll concurrently with FCS 415 (3) Medical Nutrition Therapy. Offered 2009-2010.

Prerequisite: FCS 365

Co-requisite: FCS 415

Proposal 8: Add an additional unit to FCS 435 (2) Food Service Production and Management, changing from 2 units to 3 units.

Rationale: Food Service is a core area of dietetics education. This is the only dietetics course that exposes students to quantity food production and personnel management, thus, more in-depth material should be incorporated along with a broader mix of field work. Of great benefit would be exposure to other food service operations, not only collegiate cafeteria service.

Catalog Copy:

FCS 435 (3) FOOD SERVICE PRODUCTION & MANAGEMENT

Principles of successful organization and management with their application to the effective operation of food services. Administrative responsibilities of a food manager. Planning and preparing food to meet specific product standards for large groups. Lecture, computer applications, laboratory and field experiences. Offered 2007-2008.

Prerequisite: FCS 110

Proposal 9: Add an additional unit to FCS 455 (2) Food Science, changing from 2 units to 3 units.

Rationale: Food Science combines lecture and laboratory applications which are time consuming and require careful effort, as students develop a new product, conduct experiments to test its physical and chemical characteristics, and conduct sensory assessments to evaluate product differences and acceptance. More class time will allow students to conduct careful product development and thorough laboratory investigation.

Catalog Copy:

FCS 455 (3) FOOD SCIENCE

Analysis of the composition and chemical structure of food that affect its color, flavor, texture, aroma, and nutritive quality. Application of this information for careers in the food industry. Investigation of current research in food technology and food consumption patterns. Computer applications and laboratory required. Offered 2008-2009.

Prerequisite: FCS 110, CHE 295

Proposal 11: Delete the CSC 122 (2) Introduction to Computers course.

Rationale: CSC 122 is a course that students have shown to be unnecessary to prepare them for a career in dietetics, since nearly all incoming students already have a strong background in basic computer skills. This change will also allow the addition of more units toward the core coursework in the Dietetics major.

Catalog Copy: **Delete the course CSC 122 (2) INTRODUCTION TO COMPUTERES.**

Department of Family and Consumer Sciences

Curricular Proposal 2008-2009

Dietetics

Present

Lower Division - 60 units

FCS 110 Fundamentals of Food (2)
 FCS 150 Human Development (3)
 FCS 225 Fundamentals of Nutrition (3)
 FCS 230 Personal and Family Finance (2)
 ACC 201 Principles of Financial Acct. (4)
 BUS 212 Principles of Management (4)
 CSC 122 Introduction to Computers (2)
 MTH 123 Elementary Functions (3)
 BIO 130 Human Anatomy & Physiology I (4)
 BIO 140 Human Anatomy & Physiology II (4)
 BIO 210 Cell Biology & Biochemistry (4)
 BIO 220 Microbiology of Infectious Diseases (5)
 CHE 151 General Chemistry Tutorial (1)
 CHE 152 General Chemistry I (4)
 CHE 153 General Chemistry II (4)
 CHE 295 Organic Chemistry (5)
 PHL 211 Ethics (3)
 SOC 201 Cultural Anthropology (3)

Upper Division - 24 units

FCS 315 Personal, Family & Com. Health (3)
 FCS 325 Food Economics and Culture (3)
 FCS 330 Community Nutrition (3)
 FCS 335 Nutrition Res thru the Life Cycle (2)
 FCS 365 Advanced Nutrition (3)
 FCS 415 Medical Nutrition Therapy (4)
 FCS 435 Food Service Management (2)
 FCS 455 Food Science (2)
 FCS 497 Senior Seminar (2)

Unit Analysis

Total units for major	84
G. E. units not included in major	47
Electives	0
Total units completed for graduation	131
G.E. units within major	17
Major units beyond G.E.	67

Proposed

Lower Division - 62 units

FCS 101 Intro to Family & Consumer Sciences (1)
 FCS 110 Fundamentals of Food (2)
 FCS 150 Human Development (3)
 FCS 225 Fundamentals of Nutrition (3)
 FCS 230 Personal and Consumer Financial Mgmt. (2)
 ACC 201 Principles of Financial Acct. (4)
 BUS 212 Principles of Management (4)
 MTH 123 Elementary Functions (3)
 MTH 201 Intro to Statistics (3)
 BIO 130 Human Anatomy & Phys I (4)
 BIO 140 Human Anatomy & Phys II (4)
 BIO 210 Cell Biology & Biochemistry (4)
 BIO 220 Microbiology of Infectious Disease (5)
 CHE 151 General Chemistry Tutorial (1)
 CHE 152 General Chemistry I (4)
 CHE 153 General Chemistry II (4)
 CHE 295 Organic Chemistry I (5)
 PHL 211 Ethics (3)
 SOC 201 Cultural Anthropology (3)

Upper Division - 30 units

FCS 300 Food Economics & Management (2)
 FCS 303 Cultural Foods (2)
 FCS 315 Personal, Family & Com. Health (3)
 FCS 330 Community Nutrition (3)
 FCS 331 Community Nutrition Practicum (1)
 FCS 335 Nutrition Research thru the Life Cycle (2)
 FCS 365 Advanced Nutrition (3)
 FCS 414 Prac. in Nutri. Ed. & Dietary Counseling (2)
 FCS 415 Medical Nutrition Therapy (3)
 FCS 417 Medical Nutrition Therapy Practicum (1)
 FCS 435 Food Service Production & Mgmt (3)
 FCS 455 Food Science (3)
 FCS 497 Senior Seminar (2)

Unit Analysis

Total units for major	92
G.E. units not included in major	47
Electives	0
Total units completed for graduation	139
(8 units of Foreign Language removed)	131
G.E. units within major	17
Major units beyond G.E.	75

Department of Family and Consumer Sciences

Fashion and Interiors

Rationale

Fashion and Interiors programs across the country include 36-45 proprietary credit units in the fields. The PLNU programs currently offer our students in fashion 16 credit units specifically in their subject matter area and students in interiors 13 credit units in their subject matter area. Both programs offer optional internship opportunities. Prospective employers want to hire students with stronger subject background. Our students benefit from PLNU's superior ethical image and the Family and Consumer Sciences Department's strong ties to local employers but in the final analysis these programs are not as strong as they should be to make our graduates truly competitive in the Fashion and Interiors employment arenas.

The Fashion Merchandising concentration at PLNU is the only 4-year degree program south of CSU, Long Beach. Our graduates have successfully found employment in these areas but when surveyed they strongly express the need at PLNU for more in depth preparation specifically in fashion merchandising not general business. Also fashion graduates have repeatedly shared that more in depth preparation would make them more marketable in the industry.

The Housing and Interiors concentration at PLNU is one of two 4-year programs in San Diego County, the other is at San Diego State University. The SDSU major requires 63 credit units exclusive of general education requirements including 36 credit units of specifically interior design courses. Our graduates have successfully found employment in the areas of residential interior design, commercial or contract interior design, sourcing products and materials, retail sales, and home product design. When surveyed, most graduates report that they are strongly encouraged to take additional course work to meet the minimum requirements to achieve or maintain entry level employment. The remedial work students are most often required to complete are AutoCAD software and commercial interior design.

Overall, the proposal for curriculum changes in Fashion and Interiors at PLNU would remove 8 of the 20 required units in business and replace them with increased course loads in fashion merchandising or interior design. This refocusing of the programs would provide our students with the preparation that graduates report wanting and needing for professional success. Students would have the opportunity to complete the two business courses as recommended electives or as part of a business minor.

Department of Family and Consumer Sciences

Curricular Proposal 2008-2009

Fashion and Interiors concentration in Fashion Merchandising

Proposal 1: Add one unit to FCS 130 (2) Fashion Industry, changing from 2 units to 3 units.

Rationale: The fashion industry and how it operates is the core for the professional major of fashion merchandising. This course is the comprehensive introduction to the business of fashion merchandising, setting the stage for the major. This course is the prerequisite to most of the other fashion merchandising courses. It is essential that it be a true overview of the industry and all its aspects. In addition to providing a solid base to our students' knowledge, globalization of the fashion industry has increased the subject matter needed to be included in the introductory course for the major from previous eras. With this firmer foundation, students entering later courses will be better prepared and it will help strengthen their learning effectiveness.

Catalog Copy:

FCS 130 (3) FASHION INDUSTRY

Overview of the fashion industry worldwide including the terminology, materials, design, production, and merchandising that comprise the international business of fashion. Digital visual presentations required. Offered every year.

Proposal 2: Add one unit to FCS 140 (2) History of Costume, changing from 2 units to 3 units, and changing the course number from FCS 140 (2) to FCS 240 (3). Offered alternate years.

Rationale: The use of historic costume information is applied to apparel design at all price points. Students need time and study to gain the basics and then to apply it. Currently we don't have enough class time to cover the more than two millennia of history of costume, let alone apply the information to apparel design. The new FCS 240 History of Costume will allow opportunities in the course to apply the historical knowledge about western costume to creating modern fashion and examining changes in fashion trends. Fashion trends are driven by a need for change to stimulate sales and a desire for change to serve social interaction. Understanding fashion change in the past, provides a basis for predicting fashion change in the future. Fashion styling and research are frequently based entirely on historic trends. With the addition of knowledge application to the course, it needs to move up to a 200 level course.

Catalog Copy:

FCS 240 (3) HISTORY OF COSTUME

Western costume from ancient civilization to the present including social, political, cultural, technological, and economic forces that influenced development. Historic design influences on current Western fashion emphasized. Digital visual presentations required. Offered 2008-2009.

Proposal 3: Delete FCS 200 (2) Introduction to AutoCAD in Housing and Fashion as a requirement for the fashion merchandising major.

Rationale: The use of AutoCAD software in the fashion merchandising field has not continued to be the industry standard as expected. Most fashion professionals are not being asked to use AutoCAD software. Those that plan to work in visual merchandising and store planning may take this course as an elective as it will remain an integral part of the interior design major.

Catalog Copy:
Remove FCS 200 (2) Introduction to AutoCAD in Housing and Fashion as a requirement for the fashion merchandising major.

Proposal 4: Add a new course, FCS 290 (3) Fashion Retailing, a 3 unit course to the Lower Division requirements. Offered alternate years.

Rationale: The majority of fashion merchandising students will work in retailing whether it is a brick store with a physical address, a click store in cyberspace, or a vendor supplying retailers. Those working in the design or apparel production arena also need retailing knowledge to develop a big picture view of the fashion business for financial success. A broad understanding of fashion retailing is essential even for the initial success in interviewing for entry-level jobs as well as continued long-term success in the fashion business.

Catalog Copy:
FCS 290 (3) FASHION RETAILING
Examine the highly competitive environment of traditional fashion retailers, value merchants, and rapidly expanding off-site retailers. Innovative ideas in both brick-and-mortar retailing and E-tailing emphasized. Offered 2008-2009.
Prerequisite: FCS 130 (3) Fashion Industry

Proposal 5: Change the course description of FCS 375 (2) Visual Presentation & Display.

Rationale: The course description needs refocusing to better describe what the course covers and the application to both fashion and interiors' products. This course has more of a history in interior design curriculums than in fashion curriculums, but it is essential to success in both fields today. The purpose of the course is to develop the ability to differentiate a brand and create positive atmospherics. This is the way a business competes in today's Wal-Mart mentality. Price is not everything in fashion and interiors.

Catalog Copy:
FCS 375 (2) VISUAL PRESENTATION & DISPLAY
Fundamental principles and procedures for successful visual merchandising of fashion and interiors' products in stores and media. Application of creative techniques to enhance product salability is emphasized. Laboratory. Offered every year.
Prerequisite: FCS 115 or FCS 130

Proposal 6: Delete FCS 380 (2) Fashion Merchandising an upper division 2 unit course to be replaced with a 3 unit upper division course.

Rationale: The current fashion merchandising course is not sufficient to cover the subject matter needed. Graduates of our program repeatedly recommend more emphasis on fashion retailing and buying.

Catalog Copy:
Delete FCS 380 (2) FASHION MERCHANDISING an upper division 2 unit course to be replaced with a 3 unit upper division course.

Proposal 7: Add FCS 390 (3) Fashion Buying, an upper division 3 unit course. Offered alternate years.

Rationale: An area that needs added to the fashion merchandising curriculum is fashion retailing and buying. The majority of fashion graduates work in the retailing industry in some capacity. Graduates of our program recommend more emphasis on fashion buying is needed in our professional preparation for fashion careers. Students need information and training in fashion trend identification, fashion product selection, product quality evaluation, and purchase negotiation for retail stores.

Catalog Copy:
FCS 390 (3) FASHION BUYING
Identification of trends, consumer demand, merchandise planning, and inventory control applied to the process of buying goods for fashion retailers. Offered 2009-2010
Prerequisite: FCS 130

Proposal 8: Add one unit to FCS 400 (2) Flat Pattern Making and change the name of the course to FCS 400 (3) Apparel Design, a 3 unit course to the Upper Division Requirements. Offered alternate years.

Rationale: There is not enough time to adequately teach the topic. The students must learn the computer program Garment Designer. They must design a line of clothes, create a pattern for a sample garment, source the materials for both the sample and final garment, construct a sample garment, construct a final garment, accessorize and model this garment. Unlike Project Runway on television, we can't accomplish all that in a week. Generally students today do not come to PLNU with any sewing skills. They take a two unit Apparel Construction course that teaches them the minimum construction skills. So this course is a bit like teaching them to build a house in 15 afternoons when all they have ever done is volunteer for Habitat for Humanity on 15 Saturday mornings. They love the course but hate the stress and frustration that results from their need for supervision and assistance. While we do not offer a fashion design major, our fashion students need a foundation in designing apparel to better understand the design process and production of apparel.

Catalog Copy:
FCS 400 (3) APPAREL DESIGN
Fundamentals of flat pattern are applied to the design and construction of fashion apparel. Computer Applications and Laboratory. Offered 2009-2010
Prerequisite: FCS 105 (2)

Proposal 9: Add one unit to FCS 405 (2) Textile Science changing from 2 units to 3 units and change the course description.

Rationale: Students are not receiving enough depth in this essential materials area. Internship firms and current employers of our graduates are disappointed in their limited depth of knowledge in this area. It takes time and hands-on study to develop the needed knowledge of textiles to apply in the professional practice of fashion & interiors.

Catalog Copy:

FCS 405 (3) TEXTILE SCIENCE

Study of fibers, yarns, and fabrics used for apparel, furnishings, and other end uses.

Application of technical information to appropriate product design and selection emphasized.

Laboratory. Offered every year.

Prerequisite: FCS 115 or FCS 130

Proposal 10: Remove CSC 122 (2) Introduction to Computers as a requirement.

Rationale: Students enter PLNU with higher level computer skills than in the past, this course no longer fulfills a need.

Catalog Copy:

Remove CSC 122 (2) INTRODUCTION TO COMPUTERS as a requirement.

Proposal 11: Add PHL 211 (3) Ethics as a required general education course.

Rationale: PHL 211 Ethics will be added as a required course to promote graduates' integrity in the workplace and enhance their marketability with future employers.

Catalog Copy:

Add PHL 211 (3) ETHICS as a required general education course.

Proposal 12: Delete BUS 334 (4) Professional Selling and Sales Management as a requirement.

Rationale: Units in the major need to focus on fashion merchandising. The FCS Department recommends that students minor in business.

Catalog Copy:

Delete BUS 334 (4) PROFESSIONAL SELLING and SALES MANAGEMENT as a requirement.

Proposal 13: Delete BUS 336 (4) Advertising and Promotion Management as a requirement.

Rationale: Units in the major need to focus on fashion merchandising. The FCS Department recommends that students minor in business.

Catalog Copy:

Delete BUS 336 (4) ADVERTISING and PROMOTION MANAGEMENT as a requirement.

Department of Family and Consumer Sciences
Curricular Proposal 2008-2009
Fashion and Interiors concentration in Fashion Merchandising

Present

Lower Division – 29

FCS 105 Apparel Construction (2)
 FCS 130 Fashion Industry (2)
 FCS 140 History of Costume (2)
 FCS 150 Human Development (3)
 FCS 200 Introduction to AutoCAD (2)
 FCS 230 Personal Resource Management (2)
 ACC201 Principles of Financial Accounting (4)
 ART 102 Fundamentals of Art (3)
 BUS 212 Principles of Management (4)
 CSC 122 Introduction to Computers (2)
 ECO 102 Principles of Economics II (3)

Upper Division – 27

FCS 315 Personal, Family Com Health (3)
 FCS 370 Apparel in Hum Behavior & Culture (2)
 FCS 375 Visual Presentation & Display (2)
 FCS 380 Fashion Merchandising (2)
 FCS 400 Flat Pattern Making (2)
 FCS 405 Textile Science(2)
 FCS 497 Senior Seminar (2)
 BUS 332 Principles of Marketing (4)
 BUS 334 Prof Selling & Sales Mgmt (4)
 BUS 336 Advertising & Promotion Mgmt. (4)

Unit Analysis

Total Units for major	56
G.E. units not included in major	56
Electives	16
G.E. units within major	9
Major units beyond G.E.	47

Proposed

Lower Division – 34

FCS 101 Careers in FCS (1)
 FCS 105 Apparel Construction (2)
 FCS 130 Fashion Industry (3)
 FCS 150 Human Development (3)
 FCS 230 Personal & Consumer Financial Mgmt.(2)
 FCS 240 History of Costume (3)
 FCS 290 Fashion Retailing (3)
 ACC 201 Principles of Financial Accounting (4)
 ART 102 Fundamentals of Art (3)
 BUS 212 Principles of Management (4)
 PHL 211 Ethics (3)

Upper Division – 22

FCS 315 Personal, Family Com Health (3)
 FCS 370 Apparel in Hum Behavior & Culture (2)
 FCS 375 Visual Presentation & Display (2)
 FCS 390 Fashion Buying(3)
 FCS 400 Apparel Design (3)
 FCS 405 Textile Science (3)
 FCS 497 Senior Seminar (2)
 BUS 332 Principles of Marketing (4)

Unit Analysis

Total units for major	56
G.E. units not included in major	53
Electives	19
G.E. units with major	9
Major units beyond G.E.	47

Department of Family and Consumer Sciences Curricular Proposal 2008-2009

Fashion and Interiors concentration in Interior Design

Proposal 1: Add one unit to FCS 115 (2) Fundamentals of Interior Design, changing from 2 units to 3 units. Change the name of the course to FCS 115 (3) Introduction to Interior Design and revise the course description.

Rationale: Increasing the content and value of the first course in the subject matter area to improve the breadth and depth covered. Currently the coverage is shallow. Students need to experience the design field through access to practicing professionals, visits to design businesses, and projects that apply introductory information and utilize professional presentation techniques.

Catalog Copy:

FCS 115 (3) INTRODUCTION TO INTERIOR DESIGN

The study of basic design principles related to interior environments to meet the needs of individuals, families, and communities. Application of design principles to create effective interiors and professional presentation methods used to communicate design concepts to clients for best practice. Interior design career opportunities are included. Computer Applications and Laboratory. Offered every year.

Proposal 2: Add one unit to FCS 200 (1) Introduction to Computer-Aided Design in Housing and Fashion, changing from 1 unit to 2 units. Change the title of the course to FCS 200 Introduction to Computer-Aided Design (CAD). Change the description of the course and remove the prerequisite.

Rationale: Renaming FCS 200 better reflects its focus. The course teaches students to use the AutoCAD computer software. The ability to design using this software is essential to success in the interior design field. Students can no longer get hired without expertise in AutoCAD software. Our current one unit course does not prepare the student to the level required in the industry for an entry-level position. (The course will no longer be required for fashion, only a recommended elective.) The current prerequisite is no longer needed as students come to the course with the necessary basic skills to pass the pretest.

Catalog Copy:

FCS 200 INTRODUCTION TO COMPUTER-AIDED DESIGN (CAD)

Practical skills essential to computer-aided design through lecture and hands-on training at computer terminals using AutoCAD software. Projects focus on computer drafting of buildings and interiors. Laboratory. Offered every year.

Proposal 3: Add a new course FCS 235 (3) Lighting. Offered alternate years.

Rationale: The dramatic increase in lighting codes has greatly increased the need to train designers to accurately engineer the lighting selection in both residential and commercial interiors. More attention is being paid to lighting than ever before in the industry, therefore the expectation is that interior designers have extensive knowledge of numerous options available to the client. Demands for green design solutions in all areas of interior design greatly influence today's marketing. Knowledge of green design in interior design is becoming one of the easiest ways for our students to differentiate themselves in the hiring market. We need to capitalize on that opportunity.

Catalog Copy:

FCS 235 (3) LIGHTING

Introduction to the principles of lighting design, lighting calculations and practical application in project format. Offered 2009-2010.

Prerequisite: FCS 115

Proposal 4: Delete the course FCS 320 (2) Advanced Housing Environments.

Rationale: Today's students need to be prepared in both residential and commercial interiors. This course is not rigorous enough for an interior design major.

Catalog Copy:

Delete the course FCS 320 (2) ADVANCED HOUSING ENVIRONMENTS.

Proposal 5: Add a new course FCS 345 (3) Materials and Resources. Offered alternate years.

Rationale: The dramatic increase in the variety of materials and resources available in today's market demands that we train our students to effectively evaluate what is available for both residential and commercial interiors. Furniture markets have changed markedly with the influx of imported items. Students need to be able to evaluate the quality of furniture and its value accurately. Currently we are not providing enough training in this area. All materials markets have experienced an influx of imported items. Demands for green design solutions in all areas of interior design greatly influence today's marketing. Knowledge of green design is becoming one of the easiest ways for our students to differentiate themselves in the hiring market. We need to capitalize on that opportunity.

Catalog Copy:

FCS 345 (3) MATERIALS AND RESOURCES

Survey of interior design finish materials for residential and commercial markets. Product distribution, specification, measurement, installation, pricing, suppliers, maintenance, ecological concerns, fire testing and codes, ADA classifications, and evaluation of materials. Offered 2008-2009.

Prerequisite: FCS 115

Proposal 6: Delete the course FCS 360 (2) Interior Design Materials, Lighting and Residential Equipment.

Rationale: Advances in technology, availability of diverse materials, and the demand for green design increase the need for dramatically more in-depth study of this subject matter.

Catalog Copy:

Delete the course FCS 360 (2) INTERIOR DESIGN MATERIALS, LIGHTING and RESIDENTIAL EQUIPMENT.

Proposal 7: Change the course description of FCS 375 (2) Visual Presentation and Display.

Rationale: The course description needs refocusing to better describe what the course covers and the application to both fashion and interiors' products. This course has more of a history in interior design curriculums than in fashion curriculums, but it is essential to success in both fields today. The purpose of the course is to develop the ability to differentiate a brand and create positive atmospherics. This is the way a business competes in today's Wal-Mart mentality. Price is not everything in fashion and interiors.

Catalog Copy:

FCS 375 (2) VISUAL PRESENTATION and DISPLAY
Fundamental principles and procedures for successful visual merchandising of fashion and interiors' products in stores and media. Application of creative techniques to enhance product salability is emphasized. Laboratory. Offered every year.
Prerequisite: FCS 115 or FCS 130

Proposal 8: Add one unit to FCS 395 (2) History of Design in Furniture and Housing, changing from 2 units to 3 units. Revise the name and description of the course. Offered alternate years.

Rationale: Employers expect students to have an in-depth knowledge of furniture and building styles and their historic context. While today's designers are encouraged to mix styles and "break the rules" in design, both employers and clients expect new designers to recognize styles without having to look them up! Students need training in recognizing how design influences have been applied and merged in all types of interiors' products.

Catalog Copy:

FCS 395 (3) HISTORY OF DESIGN IN FURNITURE AND INTERIORS
Historical development of architecture, interiors, and furniture from ancient world to the present. Historic Western and Eastern design influences on current Western styles and trends emphasized. Offered 2009-2010.

Proposal 9: Add one unit to FCS 405 (2) Textile Science changing from 2 units to 3 units and change the course description.

Rationale: Students are not receiving enough depth in this essential materials area. Internship firms and current employers of our graduates are disappointed in their lack of knowledge in this area. It takes time and hands on study to develop the needed knowledge of textiles to apply in the professional practice of fashion & interiors.

Catalog Copy:

FCS 405 (3) TEXTILE SCIENCE

Study of fibers, yarns, and fabrics used for apparel, furnishings, and other end uses.

Application of technical information to appropriate product design and selection emphasized.

Offered every year.

Laboratory. Prerequisite: FCS 115 or FCS 130

Proposal 10: Add a new course FCS 410 (3) Designing Residential Interiors. Offered alternate years.

Rationale: Course focuses on design solutions for residential interiors for family living. Design needs are different for residential interiors than commercial interiors. Students need a separate learning opportunity for learning design solutions for each. Professional opportunities for our students are available in both areas.

Catalog Copy:

FCS 410 (3) DESIGNING RESIDENTIAL INTERIORS

Creative problem solving for residential spaces. Working with clients, examining design trends, and creating professional presentations emphasized. Laboratory. Offered 2009-2009. Prerequisites: FCS 115 and FCS 200

Proposal 11: Add a new course FCS 430 (3) Designing Commercial Interiors. Offered alternate years.

Rationale: Course focuses on design solutions for commercial or contract interiors businesses and communities. Design needs are different for commercial interiors than residential interiors. Students need a separate learning opportunity for learning design solutions for each. Professional opportunities for our students are available in both areas, in fact there is more growth in commercial opportunities for designers than in residential as so many people “do their own thing” with their home.

Catalog Copy:

FCS 430 (3) DESIGNING COMMERCIAL INTERIORS

Creative problem solving for contract spaces. Emphasis on a variety of commercial spaces and creating professional presentations. Laboratory. Offered 2009-2010.

Prerequisites: FCS 115 and FCS 200

Proposal 12: Delete CSC 122 (2) Introduction to Computers as a requirement.

Rationale: Students enter PLNU with higher level computer skills than in the past, this course no longer fulfills a need.

Catalog Copy:

Delete CSC 122 (2) INTRODUCTION TO COMPUTERS as a requirement.

Proposal 13: Add PSC 110 (4) Physical Science as a required General Education course.

Rationale: This course fulfills the General Education requirement in physical science and would provide interior design students with basic geological and physical science knowledge to better understand building construction issues.

Catalog Copy: **Add PSC 110 (4) PHYSICAL SCIENCE as a required general education course.**

Proposal 14: Add PHL 211 (3) Ethics as a required General Education course.

Rationale: PHL 211 Ethics will be added as a required course to promote graduates' integrity in the workplace and enhance their marketability with future employers.

Catalog Copy: **Add PHL 211 (3) ETHICS as a required general education course.**

Proposal 15: Delete BUS 334 (4) Professional Selling and Sales Management as a requirement.

Rationale: Units in the major need to focus on interior design. The FCS Department recommends that students minor in business.

Catalog Copy: **Delete BUS 334 (4) PROFESSIONAL SELLING and SALES MANAGEMENT as a requirement.**

Proposal 16: Delete BUS 336 (4) Advertising and Promotion Management as a requirement.

Rationale: Units in the major need to focus on interior design. The FCS Department recommends that students minor in business.

Catalog Copy: **Delete BUS 336 (4) ADVERTISING and PROMOTION MANAGEMENT as a requirement.**

Department of Family and Consumer Sciences
Curricular Proposal 2008-2009
Fashion and Interiors concentration in Interior Design

Present

Lower Division – 26 Units

FCS 115 Fundamentals of Interior Design (2)
 FCS 150 Human Development (3)
 FCS 200 Introduction to AutoCAD (1)
 FCS 220 Problems of Family Housing (2)
 FCS 230 Personal Resource Management (2)
 ACC 201 Principles of Financial Accounting (4)
 ART 102 Fundamentals of Art (3)
 BUS 212 Principles of Management (4)
 CSC 122 Introduction to Computers (2)
 ECO 102 Principles of Economics II (3)

Upper Division – 27 units

FCS 315 Personal, Family Com Health (3)
 FCS 320 Adv Housing Environments (2)
 FCS 360 ID Materials, Light & Res Equip (2)
 FCS 375 Visual Presentation & Display (2)
 FCS 395 Hist of Des in Furn & Housing (2)
 FCS 405 Textile Science (2)
 FCS 497 Senior Seminar (2)
 FCS 332 Principles of Marketing (4)
 FCS 334 Prof Selling & Sales Mgt (4)
 FCS 336 Advertising (4)

Unit Analysis

Total units for major	53
G.E. units not included in major	55
Electives	20
G.E. units within major	9
Major units beyond G.E.	44

Proposed

Lower Division – 37 Units

FCS 101 Into to Family & Consumer Sciences (1)
 FCS 115 Introduction to Interior Design (3)
 FCS 150 Human Development (3)
 FCS 200 Introduction to AutoCAD (2)
 FCS 220 Problems of Family Housing (2)
 FCS 230 Personal & Consumer Financial Mgmt. (2)
 FCS 235 Lighting (3)
 ACC 201 Principles of Financial Accounting (4)
 ART 102 Fundamentals of Art (3)
 BUS 212 Principles of Management (4)
 ECO 102 Principles of Economics II (3)
 PHL 211 Ethics (3)
 PSC 110 Physical Science (lab) (4)

Upper Division – 26 units

FCS 315 Personal, Family Com Health (3)
 FCS 345 Materials and Resources (3)
 FCS 375 Visual Presentation & Display (2)
 FCS 395 Hist of Des in Furniture & Interiors (3)
 FCS 405 Textile Science (3)
 FCS 410 Designing Residential Interiors (3)
 FCS 430 Designing Commercial Interiors (3)
 FCS 497 Senior Seminar (2)
 BUS 332 Principles of Marketing (4)

Unit Analysis

Total units for major	63
G.E. units not included in major	49
Electives	16
G.E. units with major	16
Major units beyond G.E.	47

Department of Family and Consumer Sciences

Nutrition and Food concentration in Food Service Management

Rationale

Proposed changes in the curriculum for majors in food service management reflect revisions needed to ready students for the ever-changing environments in the food, food service and health industries. Given current trends in the marketplace, graduates in this major must be able to comprehend and apply scientific information regarding health and nutrition to food production and food delivery systems.

To build students' knowledge base in nutrition science, it is proposed to replace FCS 305 Life Cycle Nutrition, which provides a broad discussion of nutrition for generalists' needs, with FCS 225 Fundamentals of Nutrition, which provides more in-depth treatment of the topic. Because FCS 225 requires more prerequisite chemistry knowledge, the Food Service Management curriculum must subsequently replace the previous requirement of CHE 101 with the more in depth general, organic and biological chemistry course, CHE 103.

Affecting this major would also be the proposal to revise FCS 325 Food Economics and Culture into two courses, FCS 325 Cultural Foods and FCS 327 Food Economics and Management. Separated, each course would more adequately incorporate didactic and laboratory experiences critical to the students' preparation in culinary knowledge and practice.

Credit for FCS 435, Food Service Production and Management, would be increased by one unit, to allow more classroom time for lecture and laboratory practice in food quantity production and management skills.

Department of Family and Consumer Sciences

Curricular Proposal 2008-2009

Nutrition and Food concentration in Food Service Management

Proposal 1: Add FCS 225 (3) Fundamentals of Nutrition as a required lower division course for the major Nutrition and Food concentration in Food Service Management.

Rationale: Students majoring in food production need to have a basic understanding of nutrition science. This course will provide them with an overview of nutrient functions in the body, food sources and requirements needed in various life stages. The information will help future foodservice professionals manage systems that will provide appropriate meal patterns for the populations they are serving.

Catalog Copy:
Add FCS 225 (3) FUNDAMENTALS OF NUTRITION to the Lower Division requirements for the major Nutrition and Food concentration in Food Service Management.

Proposal 2: Delete FCS 325 (3) Food Economics and Culture and add FCS 300 (2) Food Economics and Management for the major Nutrition and Food concentration in Food Service Management.

Rationale: This course will encompass only topics regarding food economics, such as food costs and meal management. Time will also be focused on financial management in food decisions and laboratory application of food economics principles.

Catalog Copy:
Add FCS 300 (2) FOOD ECONOMICS AND MANAGEMENT to the Upper Division requirements of the major Nutrition and Food concentration in Food Service Management. Delete FCS 325 (3) FOOD ECONOMICS AND CULTURE.

Proposal 3: Delete FCS 325 (3) Food Economics and Culture and add FCS 303 (2) Cultural Foods for the major Nutrition and Food concentration in Food Service Management.

Rationale: The new FCS 303 (2) Cultural Foods will address only cultural/ethnic foods in both a lecture and food production laboratory format. The course will be devoted to cultural food habits with laboratory applications in ethnic food preparation.

Catalog Copy:
Add FCS 303 (2) CULTURAL FOODS to the Upper Division requirements of the major Nutrition and Food concentration in Food Service Management. Delete FCS 325 (3) FOOD ECONOMICS AND CULTURE.

Proposal 4: Add one additional unit to FCS 435 (2) Food Service Production and Management, changing from 2 units to 3 units.

Rationale: Food service is a core area of this curriculum. This course is crucial to the major and exposes students to quantity food production and personnel management. More in-depth material should be incorporated along with a broader mix of field work. Of great benefit would be exposure to other food service operations, not only collegiate cafeteria service.

Catalog Copy:

FCS 435 (3) FOOD SERVICE PRODUCTION & MANAGEMENT

Principles of successful organization and management with their application to the effective operation of food services. Administrative responsibilities of a food manager. Planning and preparing food to meet specific product standards for large groups. Lecture, computer applications, laboratory and field experiences. Offered 2009-2010.

Prerequisite: FCS 110

Proposal 5: Add CHE 103 (5) Introduction to General, Organic and Biological Chemistry as a prerequisite for the major Nutrition and Food concentration in Food Service Management.

Rationale: This course is a prerequisite to FCS 225 (3) Fundamentals of Nutrition, which has been added to the major.

Catalog Copy:

Add CHE 103 (5) INTRODUCTION TO GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY to the Lower Division requirements for the major Nutrition and Food concentration in Food Service Management.

Proposal 6: Delete the CSC 122 (2) Introduction to Computers course for the major Nutrition and Food concentration in Food Service Management.

Rationale: CSC 122 is a course that students have shown to be unnecessary to prepare them for their professional careers, since nearly all incoming students already have a strong background in basic computer skills.

Catalog Copy:

Delete the CSC 122 (2) INTRODUCTION TO COMPUTERS course for the major Nutrition and Food concentration in Food Service Management.

- Proposal 7:** Add PHL 211 (3) Ethics to the Lower Division requirements for the major Nutrition and Food concentration in Food Service Management.
- Rationale: PHL 211 (3) Ethics will be added as a required course for majors to promote graduates' integrity in the workplace and enhance their marketability with future employers.
- Catalog Copy: **Add PHL 211 (3) ETHICS to the Lower Division requirements for the major Nutrition and Food concentration in Nutrition and Health.**

Department of Family and Consumer Sciences
Curricular Proposal 2008-2009
Nutrition and Foods concentration in Food Service Management

Present

Lower Division - 24 units

FCS 110 Fundamentals of Food (2)
 FCS 150 Human Development (3)
 FCS 230 Personal and Family Finance (2)
 ACC 201 Principles of Financial Accounting (4)
 BUS 212 Principles of Management (4)
 CHE 101 Chemistry and Society (4)
 CSS 122 Introduction to Computers (2)
 ECO 102 Principles of Economics II (3)

Upper Division - 32 units

FCS 305 Life Cycle Nutrition (4)
 FCS 315 Com, Personal, Family Health (3)
 FCS 325 Food Economics & Culture (3)
 FCS 435 Food Service Production & Mgmt (2)
 FCS 445 Catering (2)
 FCS 480 Internship (2)
 FCS 497 Senior Seminar (2)
 BUS 332 Principles of Marketing (4)
 BUS 334 Professional Selling & Sales Mgmt (4)
 BUS 336 Advertising & Promotion Mgmt (4)
 BUS 382 Entrepreneurship (2)

Unit Analysis

Total units for major	56
G.E. units not included in major	54
Electives	18
G.E. units within major	10
Major units beyond G.E.	46

Proposed

Lower Division - 30 units

FCS 101 Intro to Family and Consumer Sciences (1)
 FCS 110 Fundamentals of Food (2)
 FCS 150 Human Development (3)
 FCS 225 Fundamental of Nutrition (3)
 FCS 230 Personal and Consumer Financial Mgmt.(2)
 BUS 201 Principles of Financial Acc. (4)
 BUS 212 Principles of Management (4)
 CHE 103 Intro to Gen, Org & Bio Chem. (5)
 ECO 102 Principles of Economics II (3)
 PHL 211 Ethics (3)

Upper Division - 30 units

FCS 300 Food Economics & Management (2)
 FCS 303 Cultural Foods (2)
 FCS 315 Personal, Family & Community Health (3)
 FCS 435 Food Service Prod & Mgmt (3)
 FCS 445 Catering (2)
 FCS 480 Internship (2)
 FCS 497 Senior Seminar (2)
 BUS 332 Principles of Marketing (4)
 BUS 334 Professional Selling & Sales Mgmt (4)
 BUS 336 Advertising & Promotion Mgmt (4)
 BUS 382 Entrepreneurship (2)

Unit Analysis

Total units for major	60
G.E. units not included in major	51
Electives	17
G.E. units within major	14
Major units beyond G.E.	46

Department of Family and Consumer Sciences

Nutrition and Food concentration in Nutrition and Health

Rationale

Students who want a career in foods and nutrition but in non-clinical arenas choose “Nutrition and Health” as their major. Graduates work as professionals in health, food service, or foods and nutrition education in the community.

Most of the curriculum changes proposed in this major is designed to complement needed changes in the Dietetics curriculum; graduates are well prepared with a broad base in nutrition science for their chosen profession. By eliminating some courses currently required in communications and psychology (COM220, PSY103, PSY 320) and others within Family and Consumer Sciences (FCS 340, FCS 425), the scope in coursework could be broadened and duplication reduced. These changes also reflect the feedback received through the Department’s annual exit interview which indicates Nutrition and Health students felt that more breadth and less overlap in the curriculum would be beneficial.

FCS 325 Food Economics and Culture would be divided into two separate courses, each with two units. FCS 303 would address cultural foods, and FCS 300 would be a new course teaching Food Economics and Management. FCS 330 Community Nutrition, would have added a one unit Practicum (FCS 331) as the means to provide time necessary for field experiences, professional speakers, case studies and more advanced classroom projects. FCS 435 Foodservice Production and Management, would be added to the requirements to help provide more information and skills to the student and to increase marketability of the graduates in this major.

As for the Dietetics students, FCS 414 Counseling/Education in Dietetic Settings, would be added to this major. Graduates in Nutrition and Health normally would be able to instruct healthy individuals in general health promotion programs; thus, this course will provide the didactic information and opportunity for application regarding individual dietary counseling and group education.

Department of Family and Consumer Sciences Curricular Proposal 2008-2009

Nutrition and Food concentration in Nutrition and Health

Proposal 1: Delete FCS 325 (2) Food Economics and Culture and add FCS 303 (2) Cultural Foods for the major Nutrition and Food concentration in Nutrition and Health.

Rationale: The new FCS 303 (2) Cultural Foods will address only cultural/ethnic foods in both a lecture and food production laboratory format. The course will be devoted to cultural food habits with laboratory applications in ethnic food preparation.

Catalog Copy:
Add FCS 303 (2) CULTURAL FOODS to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 2: Delete FCS 325 (2) Food Economics and Culture and add FCS 300 (2) Food Economics and Management for the major Nutrition and Food concentration in Nutrition and Health.

Rationale: This course will encompass only topics regarding food economics, such as food budgeting and meal management. Time will also be focused on financial management in food decisions and laboratory application of food economics principles.

Catalog Copy:
Add FCS 300 (2) FOOD ECONOMICS AND MANAGEMENT to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 3: Add FCS 331 (1) Practicum for Community Nutrition for the major.

Rationale: This course will be taken in conjunction with FCS 330 (3) Community Nutrition. It is designed to provide field experiences and support for the didactic portion of the course. Providing additional experience in the actual community programs discussed in class will not only strengthen students' knowledge, but also make them more competitive for professional opportunities that seek individuals who have more well- rounded preparation.

Catalog Copy:
Add FCS 331 (1) COMMUNITY NUTRITION PRACTICUM to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 4: Delete FCS 340 (2) Nutrition in Women's Well-Being from the major and instead, place it in the "Recommended Elective Courses" list.

Rationale: This course has no prerequisites and is open to any student on campus as an elective. Although it was designed for students with no or minimal chemistry and life sciences in their background, the course content duplicates other nutrition course work that is required of Nutrition and Health majors. Thus, it will be offered only as a recommended elective to this group.

Catalog Copy:
Delete FCS 340 (2) Nutrition in Women's Well-Being from the major and instead, place it in the "Recommended Elective Courses" list.

Proposal 5: Delete COM 220 Small Group Communication (3) as a required course for the major Nutrition and Food concentration in Nutrition and Health.

Rationale: The changing population and job market for graduates in this major indicate that students' educational needs and pre-professional training would be less served by COM 220 and more benefited by the courses, Ethics (PHL 211), Cultural Anthropology (SOC 210), Organizational Communication (COM 340) and Social Psychology (PSY 320), all of which are being added to the major.

Catalog Copy:
Delete COM 220 (3) Small Group Communication (3) as a required course for the major Nutrition and Food concentration in Nutrition and Health.

Proposal 6: Add PHL 211 (3) Ethics to the major Nutrition and Food concentration in Nutrition and Health.

Rationale: PHL 211 Ethics will be added as a required course to promote graduates' integrity in the workplace and enhance their marketability with future employers.

Catalog Copy:
Add PHL 211 (3) ETHICS to the Lower Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 7: Add SOC 201 Cultural Anthropology (3) to the major Nutrition and Food concentration in Nutrition and Health.

Rationale: The growing cultural diversity of the population indicates graduates in this major must be able to address culture-specific health behaviors in order to serve their clients and work productively as professionals. This course will help enhance students' cultural sensitivity and promote their marketability in a highly competitive workplace.

Catalog Copy:

Add SOC 201 (3) CULTURAL ANTHROPOLOGY to the Lower Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 8: Delete FCS 335 (2) Nutrition Research through the Life Cycle from the major Nutrition and Food concentration in Nutrition and Health.

Rationale: FCS 335 was designed for the Dietetics majors to meet outcomes criteria set forth by the Dietetics program accreditation agency. However, students majoring in Nutrition and Health do not have the core competency requirements in research as do Dietetics majors. Still, majors in Nutrition and Health must meet the requirements for life cycle nutrition. Students in the major would be better served by eliminating the requirement for FCS 335, and instead, require them to take FCS 305 (4) Life Cycle Nutrition course.

Catalog Copy:

Delete FCS 335 (2) Nutrition Research through the Life Cycle from the major Nutrition and Food concentration in Nutrition and Health.

Proposal 9: Add FCS 305 (4) Life Cycle Nutrition to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Rationale: As stated in Proposal VII, requiring FCS 305 (4) Life Cycle Nutrition instead of FCS 335 (2) Nutrition Research through the Life Cycle would better fulfill students' needs, devoting more focus on information and understanding about nutrition through the lifestages specifically and not on research methodology.

Catalog Copy:

Add FCS 305 (4) LIFE CYCLE NUTRITION to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 10: Add FCS 414 (2) Practices in Nutrition Education and Dietary Counseling to the Upper Division requirements in the major Nutrition and Food concentration in Nutrition and Health.

Rationale: Needing enhancement in the curriculum is the area of nutrition education, i.e., teaching, interviewing, and counseling techniques that produce dietary change. Students will address nutrition education for small groups and nutrition counseling for individuals.

Catalog Copy:

Add FCS 414 (2) PRACTICES IN NUTRITION EDUCATION AND DIETARY COUNSELING to the Upper Division requirements for the major Nutrition and Food concentration in Nutrition and Health. Offered 2009-2010.
Prerequisite: FCS 110, FCS225

Proposal 11: Add FCS 435 (3) Food Service Production and Management to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Rationale: Food service management is a viable employment option for any student majoring in Nutrition and Health. The food service industry is a major employer of graduates having a degree in nutrition, thus, this course's content only increases their marketability upon graduation.

Catalog Copy:

Add FCS 435 (3) FOOD SERVICE PRODUCTION AND MANAGEMENT to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposal 12: Add COM 340 (3) Organizational Communications to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Rationale: This course was offered as a either/or requirement with COM 220 Small Group Communications. As stated in Proposal V, students' educational needs and pre-professional training would be better served by Organizational Communication (COM 340) than by COM 220. Thus, we propose the elimination of COM 220 and inclusion of COM 340 as the required course.

Catalog Copy:

Add COM 340 (3) ORGANIZATIONAL COMMUNICATION to the Upper Division requirements of the major Nutrition and Food concentration in Nutrition and Health.

Proposed

Lower Division - 30

FCS 101 Intro to Family & Consumer Sciences (1)
FCS 110 Fundamentals of Food (2)
FCS 150 Human Development (3)
FCS 225 Fundamentals of Nutrition (3)
FCS 230 Personal and Family Finance (2)
BIO 130 Human Anatomy & Phys I (4)
BIO 140 Human Anatomy & Phys (4)
CHE 103 Intro to General, Organic &
Biological Chemistry (5)
PHL 211 Ethics (3)
SOC 201 Cultural Anthropology (3)

Upper Division - 30 units

FCS 300 Food Economics & Management (2)
FCS 303 Cultural Foods (2)
FCS 305 Life Cycle Nutrition (4)
FCS 315 Personal, Family & Com. Health (3)
FCS 330 Community Nutrition (3)
FCS 331 Community Nutrition Practicum (1)
FCS 414 Prac. in Nutr. Ed.& Dietary Counseling (2)
FCS 435 Food Service Production & Mgmt. (3)
FCS 480 FCS Internship (2)
FCS 497 FCS Senior Seminar (2)
COM 340 Organizational Communication (3)
PSY 320 Social Psychology (3)

Unit Analysis

Total units for major	60
G.E. units not included in major	47
Electives	21
G.E. units within major	17
Major units beyond G.E.	43

Department of Family and Consumer Sciences Curricular Proposal 2008-09

Child Development Minor

Proposal 1: Add FCS 203 (3) Infant and Toddler Development to the “One Additional Course” list for the Child Development minor.

Rationale: This would increase the options for those who minor in Child Development.

Catalog Copy: **FCS 203 (3) Infant and Toddler Development would be added under the heading “One Additional Course from the Following” for the Child Development minor.**

Proposal 2: Move FCS 305 (4) Life Cycle Nutrition to the “One Additional Course” list for the Child Development minor.

Rationale: This would increase the options for those who minor in Child Development.

Catalog Copy: **FCS 305 (4) Child and Adolescent Nutrition would be added under the heading “Take One Additional Course from the Following”.**

Proposal 3: Add the new class FCS 313 (2) Adolescents in the Family Context to the “One Additional Course” list for the Child Development minor.

Rationale: This would increase the options for those who minor in Child Development.

Catalog Copy: **Add FCS 313 (2) Adolescents in the Family Context under the heading of “Take One Additional Course from the Following” for the Child Development minor.**

Proposal 4: Delete SOC 250 (3) Sociology of the Family from the list of additional courses in the Child Development minor.

Rationale: The new courses within the department give enough additional choices.

Catalog Copy: **Remove SOC 250 (3) Sociology of the Family from the list under the heading “Take One Additional Course from the Following”.**

Proposal 5: Move FCS 355 (3) Development of Special Needs Children and FCS 385 (2) Family and Parenting from the “Take One Additional Course from the Following” to the “Take the Following Five Courses” list.

Rationale: The change will ensure that the 16 Upper division Unit requirements for minors will be met.

Catalog Copy:

CHILD DEVELOPMENT MINOR

Take the Following Five Courses:

Course#	Title	Units
FCS 120	Child and Adolescent Development	4
FCS 315	Personal, Family & Community Health	3
FCS 355	Development of Special Needs Children	3
FCS 385	Family and Parenting	2
FCS 420	Child Development in the Family & Community	4
TOTAL		16

Take One Additional Course from the Following:

FCS 203	Infant and Toddler Development	3
FCS 310	Early Childhood Education	4
FCS 305	Life Cycle Nutrition	4
FCS 313	Adolescents in the Family Context	2