

# **Point Loma Nazarene University**

**Program Review  
2006-2007**

## **Department of Family and Consumer Sciences**

### **Department Faculty**

**Amber Bradley, M.S., Lecturer  
Sandy Foster, M.S., C.F.C.S., Associate Professor  
Nancy K. Murray, Ph.D., Professor  
Margaret Peterson, M.S., R.D., Instructor  
Susan Rogers, M.A., Associate Professor  
Cindy Swann, M.S., R.D., Associate Professor  
Kay Wilder, Ed.D., C.F.C.S., Professor, Department Chair**

### **Early Childhood Learning Center**

**Susan Rogers, M.A., Academic Director  
Aleta Slater, M.A., Site Director, Laboratory Teacher  
Tamara Pontious, B.A., Laboratory Teacher  
Michelle Groves, M.A., Laboratory Teacher**

**September 13, 2007**

**Department of Family and Consumer Sciences**  
**Program Review Schedule**  
**2007**

**September 13, Thursday**

Morning:

- 8:00 Auto Tour of Campus – Dr. Lynette Olson and FCS Chair
- 8:30 Breakfast and Introduction of Visitation Team – Team and FCS Chair (President's Dining Room)
- 9:45 Team Work Session (Center for Teaching and Learning) or FCS Class and Faculty Visitation (Evans Hall)

Noon: Lunch with Visitation Team and Dr. Becky Havens (President's Dining Room)

Afternoon:

- 2:00 Meet with FCS Chair (Chair's Office, Evans 102)
- 2:30 Tour of Evans Hall, FCS Facilities and Early Childhood Learning Center
- 3:30 Present Students Session (Evans Hall 114)
- 5:00 Alumni Session (Evans Hall 114)

Evening:

- 6:30 Dinner with Visitation Team and all FCS Faculty (Bay Club Grill, Bay Club Hotel, Shelter Island)

**September 14, Friday**

Morning:

- 8:30 Breakfast with Dr. Becky Havens, Visitation Team and FCS Chair (President's Dining Room)
- 9:45 Visitation of FCS Faculty and classes (Evans Hall) or Team Work Session (Center for Teaching and Learning)

Noon: Lunch with Visitation Team, Dr. John Hawthorne, Dr. Becky Havens, Dr. David Strawn, and FCS Chair (President's Dining Room)

Afternoon:

- 2:00 Visitation Team Writing Session (Center for Teaching and Learning)

Evening :

- 5:30 Dinner with Visitation Team and FCS Chair for discussion of findings and recommendations (Humphrey's on Shelter Island)

**FAMILY CONSUMER SCIENCES DEPARTMENTAL REVIEW**  
**Program Review Site Visitation Team Report**  
**September 14, 2007**

**PROCESS**

A Program Review Site Visitation Team comprised of two internal reviewers (Dr. Bruce Schooling and Associate Professor Patricia Leslie) and an external reviewer (Dr. Lynette Olson), was charged with a review of the Department of Family and Consumer Sciences (FCS) at Point Loma Nazarene University (PLNU). Members of the Team were provided a comprehensive document containing the status of the department and proposals for the future.

Over the course of two days, beginning on September 13, 2007, the Team held conversations with constituent groups including the chair, current students, alumni, faculty, and University administration. Included in expectations for the Team was exploration of issues raised in the report concerning staffing, equipment, physical space, programs, students, and strengths and weaknesses.

The following report contains a summary of observations, recommendations, and commendations. In some instances, recommendations will be reflected in two areas, those impacting the immediate health and well-being of the University and its people, and those instrumental to the functioning of the department.

At the outset of this report, the Team wishes to commend the Department of Family & Consumer Sciences upon its accomplishment of mission since the last review and the fostering of an environment which is conducive to engagement of and learning by students. It is obvious that the faculty and staff of the FCS Department are highly committed and hard workers. In particular, Dr. Kay Wilder as Chair of the Department as well as Mrs. Sandy Foster, senior faculty member, have had tremendous influence in developing a productive academic unit. This was cited during the review on a number of occasions by a number of individuals.

**Program Review Report Document**

The reviewers found the written report to be thorough. The scope and detail of the data provided the Team with an opportunity to understand and think critically about the department. However, there is a general belief that the data needs a greater level of analysis and that information gleaned from that analysis should be used to provide a context for the fit of the department within the University and the impact of curriculum upon student learning outcomes. The section on Congruence between University Mission and Department of Family Consumer Sciences should be expanded to reflect the richness of the impact of faculty, staff, graduates and students upon the core values, and goals for the University and its fit within the mission of the University. On the basis of what reviewers

heard from students, alumni, and faculty – their passion and excitement about the FCS department and its majors - the reviewers believe there is a significant contribution and impact upon the prominence and voice of PLNU within the community, both internal and external.

In addition, presentation and detail tracking within the document should be reworked for clarity and accuracy. The Team also suggests that University administration should provide the department with a model for document preparation.

## **Faculty**

Reviewers found FCS faculty that are highly committed, dedicated, and passionate. They engender within both current students and alumni a high level of adoration and support. It is evident by their loads and professional involvement that they work hard and are servant oriented. The Department Chair's election as Vice President of the American Association of Family and Consumer Sciences brings prominence and voice to the University and should be valued at all levels.

Staffing levels were found to be insufficient to sustain the program as it is currently cataloged at the quality level expected from PLNU. This level of staffing for current program needs as well as the proposed curriculum changes raise concerns of the long term health and well-being of faculty, both full time and adjunct. Due to the high level of dedication by the FCS faculty they have taken responsibility for the delivery of a comprehensive program beyond the normal University allocation of load.

Given realities of the University's capped enrollment as well as finite resources available, reviewers have concerns about the feasibility of the proposed staffing and curricular changes as presented in their totality within the report. It appears, however, there may be room for creativity and reflection in staff and curriculum from the department to meet their desired future. Articulations of rationale for proposed changes need to be translated from verbal to written form and be included in the report. Reviewers believe that due to their strong Team orientation, department faculty will be able to negotiate the changes necessary to fulfill the purpose of the department given the current reality of resources within the University

It is also important to note that the perception of FCS faculty about their position, place, and value within the University is fundamental to their ability to provide a quality program. The morale of the faculty is directly related to their perceived value and visibility across campus by administration, faculty and staff.

## **Curriculum**

The department has done an environmental scan of the state of FCS in higher education and made appropriate proposals to institute a quality comprehensive program in the field and individual disciplines. In addition, the proposed curricular changes in relation to the Dietetics major are based upon the requirements of the American Dietetics Association (ADA) standards and competencies. These changes need to be seriously considered to sustain and maintain the current status with ADA, subject to review in 2008-09.

The department has proposed major revisions. The proposal includes extensive curricula revision designed to offer a comprehensive program that could improve student outcomes in competition for entry level employment and which respond to the changing needs of the profession. The revisions result in a net increase in faculty FTE. The advisability of implementing these changes at one time should be examined in light of the level of resource availability within the University. Given current constraints on campus, multiple strategies of achieving the excellence desired should be explored. It is important to note that the proposed curricular changes would allow for greater depth of content and breadth of preparation for successful student outcomes. The impact of these changes has effect upon other PLNU departments; therefore, strategic planning discussions with these departments will be needed.

## **Facilities**

The Team's review of facilities was revealing. Findings result in several recommendations, some of which pose a risk factor to individuals and to the University. Additional recommendations would provide an environment conducive to enhanced learning and productivity as well as providing affirmation of the place and appreciation of this department and its mission within the context of the University.

The stewardship of the highly visible, centralized physical resources of Evans Hall will benefit not only the department but provide the University with a facility worthy of display. Specific observations are itemized below

- There is a strobing effect of fans and lighting in offices and classrooms which produces visual and cognitive difficulties, and poses a particular risk to faculty, students, and staff with certain conditions such as epilepsy, or post traumatic stress
- Hot water does not exist in Evans Hall restrooms. This is a sanitation and health concern.
- Privacy panel outside restroom may pose ADA access problems

- Sounds from the restrooms are readily audible in the Chair's Office and conversation from the office can be heard in the restroom, limiting the confidentiality of student and employee communications.
- General maintenance of the facilities has been neglected, for example, the laminate and paint on the exterior door facing the Peppertree Lane walkway is badly damaged and highly visible from the south.
- Regulation of heating and cooling of the facilities is lacking.
- Lack of ventilation of the facilities.
- The combination of facility factors (lighting, temperature and noise control) exacerbated by office size, does not render optimal functioning in the Chair's office
- Consideration of the environmental context to specific discipline content, i.e. Interior Design. In a discipline where optimal space use and aesthetics is central, the current facility is highly deficient and does not represent principles which students are taught to utilize.
- Early Childhood Learning Center (ECLC) issues:
  - Daily raking of the sand in playground as required by the State of California – provision of a rake for ECLC faculty and staff to use is an inadequate response.
  - Consideration of the expansion of the ECLC as the Center for Pastoral Leadership vacates one end of the building. Additional space is needed for offices, storage, work areas, and children's classrooms.
  - Food preparation area is too small for the required function and therefore, needs to be expanded.
  - A dangerous exhaust vent plate is at child eye level at the north end of Starkey A on the walkway to the ECLC.
  - As routine maintenance, the façade/entrance to the ECLC needs to be painted. Community members see this and it reflects poorly on PLNU.
  - The fire alarm on Starkey A is painted in the same color as the building itself rather than the standard red or other distinguishing color.

### **RECOMMENDATIONS**

(These recommendations are specifically directed to the FCS Department or to University administration.)

## **Program Review Report Document**

### FCS Department:

The department should tell its story through the report narrative. Develop language to express the fit of the department and its work into the mission and fit of the University. Illustrate the context of how the department fits and is needed to fulfill the expressed and implied mission and goals of the University.

Analyze and interpret data from your alumni showing the richness and obvious impact upon their lives and careers in the community.

Further analyze and interpret the data provided in the report to facilitate and support resource allocation and decision making.

### University:

Departments should be provided a consistent model of the expected report and data at each level of program review.

## **Faculty**

### University and Department:

Reconsider the loads given to faculty and chair in light of the true costs to the University of providing programs. Specific evaluation should be made of the chair load and the credit hours of adjuncts and advising loads. There may be multiple ways to allocate the available resources and people to facilitate the delivery of departmental outcomes.

There should be an intentional acknowledgement, a clear voicing, of the value of the program, faculty, staff, and students to the University and the fulfillment of its mission.

### Department:

Assuming an adjustment to appropriate load allocation of chair and faculty the Team recommends a regular review and encouragement of faculty use of resources provided by the University to maintain currency in their discipline and relevance to students in the classroom.

Consider expanded use of adjunct faculty to provide multiple voices in the delivery of course content, particularly in areas where valued material is subjective in nature.

## **Curriculum**

### Department:

The Team recommends that FCS faculty create multiple plans to reach the stated objective (be creative) given University constraints. Consider the question: If you had the current number of units to configure how you would use them to produce the needed curriculum?

We recommend the department review the requirements for the FCS major to ensure students are prepared to meet the requirements for the state of California single subject teaching credential in Family and Consumer Science.

Enhance program assessment by determining an appropriate mechanism to encourage hearing student voices about curricular issues early in their engagement with the program.

Enhancement of the program should include a regular review of course content to insure currency, sequence, and scope.

Revisit the proposed curriculum with the intent of strategic implementation over time given the current context of University resources and decision making.

### University and Department:

Multiple mechanisms and avenues should be explored to maintain the momentum provided by work toward ADA accreditation. This has staffing and curricular implications.

### **Facility**

#### Recommendations to the University:

- Mitigate the strobing effect of fans and lighting in offices and classrooms. Some potential solutions: lower light fixtures, adjust placement of fans
- Provide access to hot water in Evans Hall restrooms.
- Ensure privacy in the Chair's Office: enhance noise control; or relocate chairs office within facility; or provide an alternate setting for student-faculty conferences.
- Conduct a facilities general maintenance inspection. Repair or replace the damaged door.
- Enhance temperature control in facility: consider additional ventilation, thermostats, adjustment to windows, or other methods recommended by physical plant.



- Review current facility usage and consider relocation of the Chair's office to another section of the facility.
- Enhance classroom environment. Consider facilitating student learning by engaging faculty and students in Interior Design in making suggestions for optimal space use and aesthetics in one or more classrooms.
- Early Childhood Learning Center (ECLC) issues:
  - Review requirements provided by the State of California for licensed child care programs and provide tangible supports needed.
  - Consideration of the expansion of the ECLC as the Center for Pastoral Leadership vacates one end of the building. Additional space is needed for offices, storage, work areas, and children's classrooms.
  - Expand Food preparation area or implement alternate location or method for preparation of snacks .
  - Mitigate risk of by altering the design or location of the exhaust vent plate currently on the north side of Starkey
  - Consider painting the façade/entrance to the ECLC
  - Improve visibility of the fire alarm on Starkey A by changing to the standard red or other distinguishing color.

### **SUMMARY**

The review Team expresses appreciation for the openness to this review by FCS Chair, faculty and staff as well as University administration. We wish to affirm again our esteem for the FCS Department and the value they bring to PLNU and to the profession of family and consumer sciences beyond the University. Suggestions contained in this report are intended to enhance what has already been accomplished in the midst of heavy workloads and minimal resources. The FCS Department is to be commended for their vision for the future and desire to improve curriculum and facilities for the benefit of PLNU students.

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**SECTION 1**

**Historic Perspectives of the University and Department**

## Historic Perspectives of the Department of Family and Consumer Sciences

Point Loma Nazarene University (previously known as Pasadena College, Point Loma College, and Point Loma Nazarene College) was founded in 1902 in Los Angeles, California and is supported by the Church of the Nazarene. The curriculum and school expanded through the first ten years to achieve the status of a liberal arts college, granting its first Bachelor of Arts degree in 1912. Today the University offers over 40 majors and is fully-accredited by the Western Association of Schools and Colleges. Throughout the years, Point Loma Nazarene University has been unwavering in its commitment to "be a learning community where grace is foundational, truth is pursued, and holiness is a way of life". (PLNU 2006-2007 Catalog, page 2)

The Department of Family and Consumer Sciences began as the Department of Home Economics in 1948 and offered a few courses in homemaking with a vision of a major and minor in general homemaking. The Department of Home Economics, with one major, was officially established in 1949, and provided a four-year curriculum of 22 courses curriculum with studies in food and nutrition, family and community health, home nursing, clothing and textiles, home planning and decoration, home management, consumer economics, child development and home economics education.

The Child Development major was established in 1973, the same year the University moved from Pasadena to San Diego. Classes were utilized from the departments of Home Economics and Psychology to create a major that would fulfill the requirements for the California Multiple Subjects Teaching Credential. In 1982, the Home Economics-Business major was established, becoming the third major available for students to select within the department. This became the first interdepartmental major developed with the Department of Accounting, Business and Economics, which set a precedent for other departments to follow.

After a two-year campus-wide program review, the University changed from the system of academic quarters to semesters in the fall of 1992. The faculty of the Department of Home Economics reviewed the mission and goals, revised curriculum, established two additional majors (Pre-Dietetics and Family Life Services) and renamed the department to the *Department of Human Environmental Sciences*. A new \$210,000 fully equipped Nutrition and Textile Science Laboratory was constructed in 1998. For the first time the students' educational experience could include food and textile experimentation and access to classroom computer technology.

During the 1998-1999 academic year, a department program review was conducted during which a two-member external visitation team evaluated the department. Program, curricula, and department name changes were recommended. Most program and curriculum changes were implemented by the fall of 1999. Three years later, it was

determined that the department name should be aligned with the name of its professional association, the American Association of Family and Consumer Sciences (AAFCS). Thus, the department name was changed to the *Department of Family and Consumer Sciences* (FCS) in the fall of 2002.

Today the Department of Family and Consumer Sciences supports and advises over 140 students per year who major within the department. Five majors, including one major with two concentrations and another major with three concentrations, are offered in the department. Students can select from 43 courses taught by five full-time faculty and two adjunct faculty. The Early Childhood Learning Center (ECLC) is a laboratory preschool directed under the auspices of the department. The ECLC serves the university students, faculty, staff and community children and supports seven academic departments across the campus.

The Department is under direct administration of the Vice Provost of Educational Effectiveness and Dean of the College of Social Sciences and Professional Studies, Rebecca Havens, Ph.D. The Family and Consumer Sciences department faculty, the department chair and Dr. Havens share an excellent relationship with open communication and a team approach to problem solving. The organizational chart of the university with the placement of the FCS department in the College of SS & PS is located in Appendix A.



**SECTION 2**

**Department Mission and Purpose**

## Department Mission and Purpose

### Mission

The mission of the Department of Family and Consumer Sciences seeks to equip students with knowledge and skills in one specialization of Family and Consumer Sciences, and to help support the students' development toward a personal commitment to improving 1) the lives of individuals in their professional endeavors, 2) the community service and 3) personal family life.

The Department emphasizes the many dimensions of human functioning and the importance of studying all its aspects, including an understanding of relationships, environments, human growth, development and well-being across the life span within the context of physical, emotional, social and cognitive development. Each program is designed to help students prepare for service and leadership, develop professional competencies, obtain a liberal arts education, and relate the total curriculum to enhance the optimum well being of individuals, families and communities.

The aim of the Department of Family and Consumer Sciences is to give a broad general background in five content areas of family and consumer sciences:

- Child, Youth, and Family Development
- Human Nutrition, Health, and Foods
- Textiles, Apparel and Fashion
- Housing, Interiors and Textiles
- Resource and Financial Management and Consumer Economics

### Purpose

The four purposes for the students are:

- 1) To instill in students a knowledge of the role and significance of social, economic, and political influences on human life.
- 2) To provide students with the understanding of the development of personal and interpersonal skills for successful personal, professional, and family life, multicultural relations; living a life of integrity with high moral values.
- 3) To educate students in the comprehensiveness of physical, emotional and social development in the successive stages of life.
- 4) To prepare students for graduate school and/or in professions of education, business, industry, service agencies or non-profit organizations.

**SECTION 3**

**Congruence between the University Mission and the Department**

# **Congruence between University Mission and Department of Family and Consumer Sciences**

## **Point Loma Nazarene University Mission Statement**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life. (PLNU catalog 2006-2007, page 2)

## **University Mission in Relation to the Department**

The Department of Family and Consumer Sciences faculty gives their full support to the University mission statement above. In addition, the department curriculum and instruction are consistent with the University's mission statement and core values. At the center of the department's faculty, curriculum and instruction is the academic pursuit to equip students with knowledge and personal commitment in their professional endeavors to improve the lives of individuals and families, including their own, contribute to their communities and pursue a fulfilling personal spiritual journey.

## **Curriculum**

The department curriculum brings together opportunities for intellectual discourse, leadership development and spiritual formation for the students by 1) incorporating rigorous coursework that emphasizes theoretical foundations and practical applications within the diverse disciplines of family and consumer sciences; 2) encouraging students to participate in course group projects, internships, community service, and campus organizations for leadership development; and 3) faculty expressing their personal commitment to Jesus Christ and integrating faith and learning in department chapels, office advising and the classroom.

Four of the core values of the University are especially significant to the Department: 1) the development of students as whole persons, 2) a global perspective and experience, 3) ethnic and cultural diversity and 4) the stewardship of diversity. (PLNU 2006-2007 Catalog, page 2.) The Department curriculum is designed to guide the students toward expanding their understanding of social, economic, political, cultural, physical and environmental influences as well as developing their intellectual and interpersonal skills. The following page illustrates the four specific Point Loma Nazarene University's Academic Core Values and the relationship to the Department's courses.

**Point Loma Nazarene University Core Values  
related to  
The Department of Family and Consumer Sciences Courses**

PLNU Core Values	105	110	115	120	130	140	150	200	220	225	230	305	310	315	320
The development of students as whole persons	X		X	X	X	X	X	X	X	X	X	X	X	X	X
A global perspective and experience		X		X	X		X		X	X		X	X	X	X
Ethnic and cultural diversity		X		X	X		X		X	X	X	X	X	X	X
The stewardship of resources	X	X	X		X	X			X	X	X	X			X

PLNU Core Values	325	330	335	340	350	355	360	365	370	375	380	385	395	400	405
The development of students as whole persons	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A global perspective and experience	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ethnic and cultural diversity	X	X	X	X	X	X	X		X			X	X	X	X
The stewardship of resources	X	X	X		X		X		X	X	X		X	X	X

PLNU Core Values	415	416	420	425	435	445	455	460	470	475	480	490	497		
The development of students as whole persons	X	X	X	X		X		X	X	X	X	X	X		
A global perspective and experience	X		X	X			X			X	X	X	X		
Ethnic and cultural diversity	X	X	X	X	X	X		X	X	X	X	X			
The stewardship of resources	X				X	X	X	X		X	X				

\* Point Loma Nazarene University 2006-2007 catalog, Core Values, page 2

### **Instruction**

The instruction, faculty and commitment to excellence within the Department of Family and Consumer Sciences is directly related toward one of the University's core values which states "excellence in teaching and learning". (PLNU 2006-2007 Catalog, page 2) The FCS faculty is committed to this core value for students and upholds the Professional Ethics criteria set in the Faculty Handbook Appendix B, which enables the students to receive an effective of instruction. These professional standards include: 1) conscientious preparation for each class session; 2) persistent effort to employ the best communicative skills, to avoid poor grammar and unpleasant, distracting mannerisms in speech or gesture; 3) creative use of a variety of teaching methods; 4) incorporation of adequate and challenging course assignments while avoiding excessive work loads or non pertinent assignments and observing factors of appropriate timing and 5) caution with respect to fraternization with students while seeking to attain the ideal of a true academic model.

The effectiveness of instruction and commitment to dissemination of knowledge by the FCS faculty members are clearly evidenced by the student, peer and department chair evaluations. Examples of Point Loma Nazarene University, SIR and IDEA student evaluation analysis for each department faculty member are available in the Appendix C. All SIR and IDEA analysis for the past six years for the Family and Consumer Sciences faculty are located in the Department chair's office, Evans Hall 102.

### **Faculty**

Each faculty member within the Department of Family and Consumer Sciences exemplifies high moral values and a strong code of ethics. Each faculty member has a personal relationship with Christ and feels called to ministry. At the monthly Department meetings, faculty share their concerns for others and prayer is an essential beginning to ask for divine guidance and wisdom with each other and the students. Faculty dialogue with students about the opportunities to serve Christ within the diverse populations in the San Diego community and throughout the world. The FCS faculty doors are open to welcome students as they ponder life decisions, choices and options in their future professions and community service.

**SECTION 4**

**Justification and Description of Majors, Curriculum and Programs**

## Justification and Description of Majors, Curriculum and Programs

### Justification

Effectively living in today's world requires intellectual honesty, spiritual formation, emotional maturity, physical well-being, and knowledge and skills for work and community service. Throughout the Family and Consumer Sciences curriculum, within the Department of Family and Consumer Sciences students are being prepared preparing for the 21<sup>st</sup> century. The department's mission and purpose clearly define the importance of integrating knowledge with practical application in the natural sciences, social sciences and the arts as it related they relate to the enrichment of the lives of individuals and families.

Students majoring in the Department of Family and Consumer Sciences receive a theory-based, practical liberal arts education focusing on families and individuals in the areas of nutrition, human development, family and community health, housing, resource management, apparel, personal development and leadership. 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 the skills to meet the demands of life in an ever-changing society. The intellectual environment of the department encourages the students to be life-long learners through personal reading, research and/or graduate work.

There are five majors offered by the Department of Family and Consumer Sciences. The number of total units required for each major varies. However, each major has four common core courses required, including: FCS 150 (3) Human Development, FCS 230 (2) Personal Resource Management, FCS 315 (3) Personal, Family and Community Health and FCS 497 (2) Senior Seminar. Below are listed the majors within the department:

- Child Development
- Consumer and Environmental Sciences, which includes concentrations in
  - Family and Consumer Sciences
  - Fashion Merchandising
  - Housing and Interiors
- Dietetics
- Family Life Services
- Nutrition and Food, which includes concentrations in
  - Food Service Management
  - Nutrition and Health

The following pages in the document will describe the present curricula as: 1) course listings for the Department, 2) course prerequisites, 3) alternate-year courses, 4) course offerings listed in the catalog, 5) requirements for each major with advising guides and four-year academic plans, 6) minor requirements, as well as 7) department student organizations and 8) the PLNU Early Childhood Learning Center programs.



## Present Courses

<u>Course #</u>	<u>Course Name</u>	<u>Units</u>
FCS 105	Apparel Construction	2
FCS 110	Fundamentals of Food	2
FCS 115	Fundamentals of Interior Design	2
FCS 120	Child and Adolescent Development	4
FCS 130	Fashion Industry	2
FCS 140	History of Costume	2
FCS 150	Human Development	3
FCS 200	Introduction to Computer-Aided Design in Housing and Fashion	1
FCS 220	Problems of Family Housing	2
FCS 225	Fundamentals of Nutrition	3
FCS 230	Personal Resource Management	2
FCS 305	Life Cycle Nutrition	4
FCS 310	Early Childhood Education	4
FCS 315	Personal, Family and Community Health	3
FCS 320	Advanced Housing Environments	2
FCS 325	Food Economics and Culture	3
FCS 330	Community Nutrition	3
FCS 335	Nutrition Research Through the Life Cycle	2
FCS 340	Nutrition of Women's Well-Being	2
FCS 350	Consumer Economics	2
FCS 355	Development of Special-Needs Children	3
FCS 360	Interior Design Materials, Lighting, and Residential Equipment	2
FCS 365	Advanced Nutrition	3
FCS 370	Apparel in Human Behavior and Culture	2
FCS 375	Visual Presentation and Display	2
FCS 380	Fashion Merchandising	2
FCS 385	Family and Parenting	2
FCS 395	History of Design in Housing and Furniture	2
FCS 400	Flat Pattern Making	2
FCS 405	Textile Science	2
FCS 415	Medical Nutrition Therapy	4
FCS 416	Secondary School Methods in Family and Consumer Sciences	2
FCS 420	Child Development in the Family and Community	4
FCS 425	Child Nutrition	4
FCS 435	Food Service Production and Management	2
FCS 445	Catering	2
FCS 455	Food Science	2
FCS 460	Administration and Supervision in Early Childhood Education	4
FCS 470	Practicum in Child Development	3
FCS 475	Internship in Child Development	2 or 4
FCS 480	Internship in Family and Consumer Sciences	2 or 4
FCS 490	Special Studies in Family and Consumer Sciences	1-4
FCS 497	Family and Consumer Sciences Senior Seminar	2

## Family and Consumer Sciences Alternate-Year Courses

<u>Course #</u>	<u>Course Name</u>
FCS 140	History of Costume
FCS 220	Problems of Family Housing
FCS 320	Advanced Housing Environments
FCS 330	Community Nutrition
FCS 335	Nutrition Research Through the Life Cycle
FCS 350	Consumer Economics
FCS 360	Interior Design Materials, Lighting and Residential Equipment
FCS 365	Advanced Nutrition
FCS 370	Apparel in Human Behavior and Culture
FCS 380	Fashion Merchandising
FCS 395	History of Design in Housing and Furniture
FCS 435	Food Service Production and Management
FCS 445	Catering
FCS 455	Food Science

## **Family and Consumer Sciences Present Catalog Course Descriptions**

### **FCS 105 (2) APPAREL CONSTRUCTION**

Fundamental processes in clothing construction. An analysis and comparison of construction techniques and fabric types. Lecture and garment construction laboratory. Majors only. Offered every fall.

### **FCS 110 (2) FUNDAMENTALS OF FOOD**

Development of technique and application of fundamental scientific principles of food preparation. Establishment of quality standards for food products and food safety. Lecture, computer applications and food preparation laboratory. Offered every semester.

### **FCS 115 (2) FUNDAMENTALS OF INTERIOR DESIGN**

The study of design elements and principles applied to interior space planning. The interior design industry and career opportunities are discussed. Computer applications laboratory. Offered every fall.

### **FCS 120 (4) CHILD AND ADOLESCENT DEVELOPMENT**

The study of physical, social, emotional, cognitive growth and development of the child, from prenatal months through adolescent years. Classroom lecture and course readings are supplemented by laboratory field experience in the Early Childhood Learning Center or other centers designed for children and adolescents, and appropriate projects. Offered every year.

### **FCS 130 (2) FASHION INDUSTRY**

Overview of the fashion industry worldwide, and services that comprise the business of fashion. Terminology, designers, trade organization and publications will be emphasized. Offered every fall.

### **FCS 140 (2) HISTORY OF COSTUME**

Costume from ancient civilization to the present including social, political, and economic forces that influenced development of apparel. Offered 2007-08.

### **FCS 150 (3) HUMAN DEVELOPMENT**

A study of the physical, social, emotional, and intellectual development of the individual throughout the life span. Laboratory experience required. Offered every semester.

### **FCS 200 (1) INTRODUCTION TO COMPUTER-AIDED DESIGN IN HOUSING AND FASHION**

Practical skills essential to computer-aided design through lecture and hands-on training at computer terminals using AutoCAD software. Projects focus on interior space design applications for housing and fashion merchandising. Offered every year. *Prerequisite: Computer Science 122.*

### **FCS 220 (2) PROBLEMS OF FAMILY HOUSING**

Effects of various housing conditions on the dynamics of family life in the home. Emphasis on consumer housing problems of low income families, singles and elderly, the homeless, and political housing issues. Offered 2007-08.

### **FCS 225 (3) FUNDAMENTALS OF NUTRITION**

A study of the principles of nutrition science and evidence-based application of nutrition to health/homeostasis, disease prevention and disease treatment. Computer applications. Offered every semester. *Prerequisite: Chemistry 103, Chemistry 152 or equivalent.*

### **FCS 230 (2) PERSONAL RESOURCE MANAGEMENT**

Relationship of values, standards and goals to the allocation of resources and the decision-making process. Conditions which influence individual and family management. Computer applications required. Offered on a Quad basis and every semester.

### **FCS 305 (4) LIFE CYCLE NUTRITION**

A study of nutrition specifically applied to the stages of human development and to the current nutritional issues with analysis of personal nutritional needs. Computer applications required. Offered every fall.

### **FCS 310 (4) EARLY CHILDHOOD EDUCATION**

The study and practice of principles, curriculum, methods, material and special needs of preschool, kindergarten and grades first through third. Students gain experience in appropriate lesson plan writing with developmentally appropriate practices. A supervised field experience is required. Offered every fall. *Prerequisite: Family and Consumer Sciences 120.*

### **FCS 315 (3) PERSONAL, FAMILY, AND COMMUNITY HEALTH – GE**

An introduction to and analysis of the family's responsibility in personal, family, and community health issues. Emphasis in physical, emotional, and mental well-being with individual assessments. Offered every semester. *Prerequisite: Completion of forty-eight (48) units.*

### **FCS 320 (2) ADVANCED HOUSING ENVIRONMENTS**

Planning the total home environment. Housing and interior design from a non-technical basis. Credit in Family and Consumer Sciences or Art and Design. Computer applications laboratory. *Prerequisites: Family and Consumer Sciences 115 OR Art 103 and 104, Family and Consumer Sciences 200.*

### **FCS 325 (3) FOOD ECONOMICS AND CULTURE**

A study and application of management skills, including food selection, preparation techniques and budgetary control in meal service. The influence of world cultures and ethnic food habits on food patterns is emphasized. Lecture, computer applications and food preparation laboratory. Offered every spring. *Prerequisite: Family and Consumer Sciences 110.*

### **FCS 330 (3) COMMUNITY NUTRITION**

A study of the delivery of nutrition services in the community setting, with an emphasis on disease prevention and health promotion in vulnerable populations. Topics discussed include nutrition epidemiology, food policy, cultural competence in nutrition education, food insecurity, and socioeconomic factors effecting food consumption, nutrition status and health. Lecture, computer applications, laboratory and field experiences. Offered 2007-08. *Prerequisite: Family and Consumer Sciences 225.*

### **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 applications and laboratory. Offered 2007-08. *Prerequisites: Family and Consumer Sciences 150 and 225, Biology 110, Chemistry 152, and Mathematics 123.*

### **FCS 340 (2) NUTRITION OF WOMEN'S WELLBEING- WS**

A survey of current evidence-based nutrition principles and guidelines corresponding to gender differences in health. Topics discussed include prevention of cardiovascular disease, diabetes, cancers, and osteoporosis in women as well as special needs in pregnancy/lactation, menopause and weight management. Computer applications. Offered every semester.

### **FCS 350 (2) CONSUMER ECONOMICS**

Consideration of marketing functions and structure from the standpoint of the consumer. Emphasis on standards for the selection of consumer goods and protection of the consumer, with consideration of consumer values and motivation. Computer applications required. Offered on a Quad basis. Offered 2007-08.

### **FCS 355 (3) DEVELOPMENT OF SPECIAL NEEDS CHILDREN**

The study of strategies of guiding children with special needs. The role of the adults influencing the child's social, emotional, cognitive and physical growth and development are investigated. Family systems theories and educational methods, environments and programs are explored as it relates to the special needs child's developmental stages. A wide variety of children's exceptionalities are included giftedness, physical challenges, learning disabilities, and behavior disorders. Observation, field experiences, and visitations to community educational facilities are required. Fifteen hours for field experience. Offered every spring. *Prerequisite: Family and Consumer Sciences 120 or 150.*

### **FCS 360 (2) INTERIOR DESIGN MATERIALS, LIGHTING, AND RESIDENTIAL EQUIPMENT**

The study of the materials and components used in the decoration and design of residential interiors with an emphasis on lighting design as applied to the home environment. A survey of equipment and technological systems in a residential environment is included in this course. Computer applications required.

Offered 2007-08. *Prerequisite: Family and Consumer Sciences 115 and 200.*

### **FCS 365 (3) ADVANCED NUTRITION**

Theories integrated from physiology, biochemistry and nutrition. An in-depth study of nutrients and their role in human metabolism. Current research on human metabolic processes is analyzed. Laboratory applications. *Prerequisites: Family and Consumer Sciences 225, Chemistry 295, Biology 130.*

### **FCS 370 (2) APPAREL IN HUMAN BEHAVIOR AND CULTURE**

Socio-psychological, cultural and aesthetic aspects of clothing as related to human behavior. Analysis of social science theories and concepts applicable to clothing and appearance. *Prerequisite: Psychology 101 or 103.*

### **FCS 375 (2) VISUAL PRESENTATION AND DISPLAY**

The study and application of principles and practices in arranging visual displays for fashion/interiors merchandising retailing. Emphasis is placed on creative techniques utilized in the display of retail fashion merchandise/ interiors and their effective application to the enhancement of product salability. Computer applications and laboratory. *Prerequisite: Art 102 and Family and Consumer Sciences 115 OR Art 102 and Family and Consumer Sciences 130.*

### **FCS 380 (2) FASHION MERCHANDISING**

An introduction to the fashion industry including its history, marketing principles and professional opportunities. Application of merchandising concepts for the budgeting, planning, buying, promotion and selling of fashion goods and apparel in retail organizations. Offered 2007-08. *Prerequisite: Family and Consumer Sciences 130, Computer Science 122, and Accounting 201.*

### **FCS 385 (2) FAMILY AND PARENTING**

An analysis of family interaction patterns throughout the life cycle. Emphasis is on understanding family dynamics in relationships as well as opportunities to clarify values and improve communication patterns within the family. Exploration and discussion of the roles of parents in a child's development, concerns facing parents and parenting in varying life circumstances. Offered on a Quad basis and every semester.

### **FCS 395 (2) HISTORY OF DESIGN IN HOUSING AND FURNITURE**

Survey of architecture, interiors and furniture from ancient times to the present including recent adaptations and contemporary developments. Offered 2007-08.

### **FCS 400 (2) FLAT PATTERN MAKING**

Pattern design analyzed through the basic techniques of fitting and flat pattern manipulation. Application of design includes the development and construction of original garments. Lecture, computer applications and garment construction laboratory.

*Prerequisite: Family and Consumer Sciences 105.*

### **FCS 405 (2) TEXTILE SCIENCE**

The study of fiber structure and properties, yarn, fabric construction and finishes as related to selection, use and care. Includes recognition of fabrics and factors that determine serviceability. Laboratory testing of fibers and fabrics. *Prerequisite: Family and Consumer Sciences 115 or Family and Consumer Sciences 130; and four units of a laboratory science.*

### **FCS 415 (4) MEDICAL NUTRITION THERAPY**

A study of nutrition status and assessments; nutrition care strategies; and the modification of normal food intake with emphasis on dietary adjustments necessitated by certain disease and disorder processes and conditions focusing on the hospitalized and/or ambulatory patient. Offered every year. *Prerequisites: Family and Consumer Sciences 365, Biology 140.*

### **FCS 416 (2) SECONDARY SCHOOL METHODS IN FAMILY AND CONSUMER SCIENCES**

Traditional and current practices of the teaching of secondary school home economics are examined and practiced. Students must also fulfill a field experience assignment. Emphasis is given to the California Home Economics Education Career Path Guide and Model Curriculum Standards. Computer applications required. Offered every year.

### **FCS 420 (4) CHILD DEVELOPMENT IN THE FAMILY AND COMMUNITY**

A study of the development of the child as influenced by the family, school and community. Emphasis is placed on analyzing the social influences on family systems, child care, schools, poverty, peer groups, mass media, diverse cultures and community services on children's development. Field experience required. Offered every spring.

*Prerequisite: Family and Consumer Sciences 120 or 150.*

### **FCS 425 (4) CHILD NUTRITION**

A study of the effect of nutrition on the development of the child, pre-natal through adolescent. Attention is given to nutrition related health problems and dietary planning. Computer applications required. Offered every spring. *Prerequisite: Family and Consumer Sciences 225 or 305.*

### **FCS 435 (2) FOOD SERVICE PRODUCTION AND 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, arranged laboratory and field experiences. Offered 2007-08.

*Prerequisite: Family and Consumer Sciences 110.*

### **FCS 445 (2) CATERING**

A study of specialized food production techniques and operation principles for home or small catering establishment. Types of catering services, recipe and menu development, costing marketing and implementing a catering business will be discussed. Lecture, bi-weekly three-hour laboratory experience, field experiences, and computer applications required. *Prerequisite: Family and Consumer Sciences 110.*

### **FCS 455 (2) FOOD SCIENCE**

Analysis of the composition and chemical structure of food that affect the color, flavor, texture, aroma, and nutritive quality. The application of this information for careers in the food industry. Current research in food technology and food consumption patterns is investigated. Computer applications and laboratory required. *Prerequisite: Family and Consumer Sciences 110 and Chemistry 295.*

### **FCS 460 (4) ADMINISTRATION AND SUPERVISION IN EARLY CHILDHOOD EDUCATION**

Application of basic principles in the guidance of young children. To examine the multidimensional roles of the early childhood program director/administrative styles, management tools and interpersonal skills that contribute to effective leadership. Supervised field experience in an early childhood education setting is required. Offered every spring. *Prerequisite: Family and Consumer Sciences 310.*

### **FCS 470 (3) PRACTICUM IN CHILD DEVELOPMENT**

Supervised practicum in laboratory experience in an approved early childhood center. It is designed for students who plan careers in early childhood and family support programs. Students become familiar with observing the development, guiding, and teaching children in a preschool program. This course may be used toward the experience component of the State of California Child Development Site Supervisor Permit. Offered every semester. *Prerequisites: Family and Consumer Sciences 120 and 310 and consent of instructor.*



### **FCS 475 (2 OR 4) INTERNSHIP IN CHILD DEVELOPMENT**

Career-related work experience in which students observe and actively participate using their acquired skills and knowledge. Students are under the supervision of a department faculty supervisor and a qualified on-site supervisor. For 2 units of credit 80 hours of work experience is required, for four units 160 hours of work experience is required. May be repeated up to a total of four units. Graded Credit/No Credit. Offered every semester.

*Prerequisites: Senior standing. Family and Consumer Sciences 120. Consent of department chair.*

### **FCS 480 (2) INTERNSHIP IN FAMILY AND CONSUMER SCIENCES**

Career-related work experience in which students observe and actively participate using their acquired skills and knowledge. Students are under the supervision of a department faculty supervisor and a qualified on-site supervisor. For 2 units of credit 80 hours of work experience is required, for four units 160 hours of work experience is required. May be repeated up to a total of four units. Graded Credit/ No Credit. Offered every semester.

*Prerequisites: Senior standing. Consent of department chair.*

### **FCS 490 (1-4) SPECIAL STUDIES IN FAMILY AND CONSUMER SCIENCES**

An individualized and detailed research study from selected topics. The research topic must be approved and supervised throughout the semester. May be repeated up to a total of four units. Offered every semester. *Prerequisites: Senior standing in the Department of Family and Consumer Sciences. Consent of department chair.*

### **FCS 497 (2) FAMILY AND CONSUMER SCIENCES SENIOR SEMINAR**

Analysis and discussions of interrelated issues found within the areas of Family and Consumer Sciences. Topics studied not otherwise included in other course work, such as research, public policy, professional accreditation, and historical significance. Required of all seniors graduating in the Department of Family and Consumer Sciences.

Offered every semester.

## Child Development Present Course Requirements

### Lower Division Requirements

Course #	Title.....	Units
FCS 120	Child and Adolescent Development	3
FCS 150	Human Development	3
FCS 230	Personal Resource Management	2
PSY 103	General Psychology	3
	<b>TOTAL</b>	<b>11</b>

### Upper Division Requirements

Course #	Title.....	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 and Community	4
FCS 425	Child Nutrition	4
FCS 497	Family and Consumer Sciences Senior Seminar	2
LIT 325	Children's Literature	3
PSY 321	Abnormal Psychology	3

### Select 12 Additional Upper Division units from

Course #	Title.....	Units
FCS 310	Early Childhood Education	4
FCS 460	Administration and Supervision in Early Childhood Education	4
FCS 470	Practicum in Childhood Education	3
FCS 475	Internship in Child Development	2-4
ART 319	Visual Arts in the Classroom I	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
PSY308	Developmental Psychology – Birth Through Adolescence	3
PSY 409	Psychology of Cognition and Learning	4
SWK340	Child Welfare	3
	<b>TOTAL</b>	<b>40</b>

### REQUIREMENTS FOR THE MAJOR IN CHILD DEVELOPMENT

#### Lower Division Requirements – 11 Total units

- \_\_\_ Family and Consumer Sciences 120<sup>(3)</sup> Introduction to Child Development
- \_\_\_ Family and Consumer Sciences 150<sup>(3)</sup> Human Development
- \_\_\_ Family and Consumer Sciences 230<sup>(2)</sup> Personal Resource Management
- \_\_\_ Psychology 103<sup>(3)</sup> General Psychology

Students planning to teach in a self-contained elementary classroom must earn the Multiple Subjects Teaching Credential. The professional preparation sequences for credentialing is located in the Department of Teacher Education section of the catalog.

\*Courses offered alternate years

Select any twelve (12) Upper Division units for your requirements; choices are grouped by possible professional paths.

#### Education

- Art 319<sup>(3)</sup> Education 304<sup>(3)</sup> Music 341<sup>(3)</sup> Physical Education 308<sup>(3)</sup> Psychology 300<sup>(4)</sup> Psychology 308<sup>(4)</sup> Psychology 409<sup>(4)</sup>

#### Early Childhood Education

- Family and Consumer Sciences 310<sup>(4)</sup> Family and Consumer Sciences 460<sup>(4)</sup> Family and Consumer Sciences 470<sup>(3)</sup> Art 319<sup>(3)</sup> Physical Education 308<sup>(3)</sup> Music 341<sup>(3)</sup>

#### Unit Analysis

- General Education 61 units  
Major 51 units  
Electives 16 units

Units for Graduation 128 units

#### **PLEASE NOTE:**

**All child Development majors must be fingerprinted through Community Care Licensing to obtain Child Abuse Central Index Clearance for work with children, including the Early Childhood Center at Point Loma Nazarene University.**

#### Upper Division Requirements – 40 Total Units

- \_\_\_ Family and Consumer Sciences 305<sup>(4)</sup> Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315<sup>(3)</sup> Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 355<sup>(3)</sup> Development of Special Needs Children
- \_\_\_ Family and Consumer Sciences 385<sup>(2)</sup> Family and Parenting
- \_\_\_ Family and Consumer Sciences 420<sup>(4)</sup> Child Dev. in the Family & Community
- \_\_\_ Family and Consumer Sciences 425<sup>(4)</sup> Child Nutrition
- \_\_\_ Family and Consumer Sciences 497<sup>(2)</sup> FCS Senior Seminar
- \_\_\_ Literature 325<sup>(3)</sup> Children's Literature
- \_\_\_ Psychology 321<sup>(3)</sup> Abnormal Psychology
- \_\_\_ Plus twelve (12) units from below

#### Children's Services

- Family and Consumer Sciences 310<sup>(4)</sup> Family and Consumer Sciences 475<sup>(2-4)</sup> Psychology 308<sup>(3)</sup> Social Work 340<sup>(3)</sup>

#### Tips for Meeting General Education Requirements

- Physical Fitness and Nutrition: Family and Consumer Sciences 315<sup>(3)</sup> will fulfill the non-activity requirements in this division.
  - The Fine Arts: ART 102<sup>(3)</sup> will meet the General Education requirement.
  - Literature: LIT 325<sup>(3)</sup> will meet the General Education requirement.
- EDU 460 Supervision and Administration in Early Childhood Education is necessary for those planning to direct nursery schools and day care programs.
- FCS 470 Practicum in Child Development provides regular assisting and teaching experiences in the Early Childhood Center. Child Development majors who plan to teach young children are strongly urged to include this in their program.

## Consumer and Environmental Sciences Concentration in Family and Consumer Sciences Present Course Requirements

### Lower-Division Requirements

Course #	Title.....	Units
FCS 105	Apparel Construction	2
FCS 110	Fundamentals of Food	2
FCS 115	Fundamentals of Interior Design	2
FCS 120	Child and Adolescent Development	3
FCS 130	Fashion Industry	2
FCS 150	Human Development	3
FCS 220	Problems of Family Housing	2
FCS 230	Personal Resource Management	2
CHE 101	Chemistry and Society	4
SOC 250	Sociology of the Family	3
	<b>TOTAL</b>	<b>25</b>

### Upper-Division Requirements

Course #	Title.....	Units
FCS 305	Life Cycle Nutrition	4
FCS 315	Personal, Family, and Community Health	3
FCS 320	Advanced Housing Environments	2
FCS 350	Consumer Economics	2
FCS 370	Apparel in Human Behavior and Culture	2
FCS 385	Family and Parenting	2
FCS 480	Family and Consumer Sciences Internship	2
FCS 497	Family and Consumer Sciences Senior Seminar	2

### Select 12 Additional Upper Division units from

Course #	Title.....	Units
FCS 310	Early Childhood Education	4
FCS 325	Food Economics and Culture	3
FCS 400	Flat Pattern Making	2
FCS 405	Textile Science	2
FCS 416	Secondary School Methods in Family and Consumer Sciences	2
FCS 420	Child Development in the Family and Community	4
FCS 425	Child Nutrition	4
FCS 435	Food Service Production and Management	2
FCS 460	Administration and Supervision in Early Childhood Development	4
FCS 470	Practicum in Child Development	3
	<b>TOTAL</b>	<b>31</b>

## REQUIREMENTS FOR THE MAJOR IN CONSUMER AND ENVIRONMENTAL SCIENCES – Concentration in Family and Consumer Sciences

### Lower Division Requirements – 25 units

- \_\_\_ Family and Consumer Sciences 105 <sup>(2)</sup>  
Apparel Construction
- \_\_\_ Family and Consumer Sciences 110 <sup>(2)</sup>  
Fundamentals of Food
- \_\_\_ Family and Consumer Sciences 115 <sup>(2)</sup>  
\*Fundamentals of Interior Design
- \_\_\_ Family and Consumer Sciences 120 <sup>(3)</sup>  
Child and Adolescent Development
- \_\_\_ Family and Consumer Sciences 130 <sup>(2)</sup>  
\*Fashion Industry
- \_\_\_ Family and Consumer Sciences 150 <sup>(2)</sup>  
Human Development
- \_\_\_ Family and Consumer Sciences 220 <sup>(2)</sup>  
\*Problems of Family Housing
- \_\_\_ Family and Consumer Sciences 230 <sup>(2)</sup>  
Personal Resource Management
- \_\_\_ Chemistry 101 <sup>(4)</sup>  
Chemistry and Society
- \_\_\_ Sociology 250 <sup>(3)</sup>  
Sociology of the Family

### Upper Division Requirements – 31-33 Units

- \_\_\_ Family and Consumer Sciences 305 <sup>(4)</sup>  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315 <sup>(2)</sup>  
Personal, Family, Community Health
- \_\_\_ Family and Consumer Sciences 320 <sup>(2)</sup>  
\*Advanced Housing Environments
- \_\_\_ Family and Consumer Sciences 350 <sup>(2)</sup>  
\*Consumer Economics
- \_\_\_ Family and Consumer Sciences 370 <sup>(2)</sup>  
\*Apparel in Human Behavior & Culture
- \_\_\_ Family and Consumer Sciences 385 <sup>(2)</sup>  
Family and Parenting
- \_\_\_ Family and Consumer Sciences 480 <sup>(2-4)</sup>  
FCS Internship
- \_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar

-----Select twelve (12) units below -----

### Meeting General Education Requirements

1. Natural World: Chemistry 101 will meet the science course without a lab in this division.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 <sup>(2)</sup> will fulfill the non-activity requirement in this division.
3. Social World: SOC 250 Sociology of the Family will fulfill the requirement in this division.

### Teaching Credential

When taking the required courses for Consumer and Environmental Sciences (Concentration in Family and Consumer Sciences), general education, and secondary teaching credentialing, the student also will meet the requirements for the California Single Subject Teaching Credential for secondary education

Students planning to earn the California Single Subject Teaching Credential for secondary education Family and Consumer Sciences/Home Economics will take the professional preparation sequence described in the catalog within the Department of Teacher Education.

### Unit Analysis

General Education 71 units  
Major 54 units  
Electives 17 units

Units for Graduation 128 units

### Recommended Elective Courses

- \*FCS 140 History of Costume <sup>(2)</sup>
- FCS 225 Fundamentals of Nutrition <sup>(3)</sup>
- FCS 340 Nutrition Issues for Women in Disease Prevention <sup>(2)</sup>
- \*FCS 380 Fashion Merchandising <sup>(2)</sup>

\*Course offered alternate years

## Consumer and Environmental Sciences Concentration in Fashion Merchandising Present Course Requirements

### Lower-Division Requirements

Course #	Title.....	Units
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 Computer-Aided Design in Housing and Fashion	1
FCS 230	Personal Resource Management	2
ART 102	Fundamentals of Art	3
ACC 201	Principals of Financial Accounting	4
ECO 102	Principals of Economics II	3
CSC 122	Introduction to Computers	2
	<b>TOTAL</b>	<b>24</b>

### Upper-Division Requirements

Course #	Title.....	Units
FCS 315	Personal, Family, and Community Health	3
FCS 370	Apparel in Human Behavior and Culture	2
FCS 375	Visual Presentation and Display	2
FCS 380	Fashion Merchandising	2
FCS 400	Flat Pattern Making	2
FCS 405	Textile Science	2
FCS 497	Family and Consumer Sciences Senior Seminar	2
BUS 212	Principles in Management	4
BUS 332	Principles in Marketing	4
BUS 334	Professional Selling and Sales Management	4
BUS 336	Advertising and Promotion Management	4
	<b>TOTAL</b>	<b>31</b>

### Recommended Courses

Course #	Title.....	Units
FCS 480	Family and Consumer Sciences Internship	2
BUS 213	Administrative Communication	3
BUS 382	Entrepreneurship	2
ART 115	Drawing I	3
ART 215	Introduction to Computer Graphics	3
ART 203	Graphic Design I	3

**REQUIREMENTS FOR THE MAJOR IN CONSUMER AND ENVIRONMENTAL SCIENCES - Concentration in Fashion Merchandising**

Name

**Lower Division Requirements - 24 units**

- \_\_\_ Family and Consumer Sciences 105 <sup>(2)</sup>  
Apparel Construction
- \_\_\_ Family and Consumer Sciences 130 <sup>(2)</sup>  
\*Fashion Industry
- \_\_\_ Family and Consumer Sciences 140 <sup>(2)</sup>  
\*History of Costume
- \_\_\_ Family and Consumer Sciences 150 <sup>(3)</sup>  
Human Development
- \_\_\_ Family and Consumer Sciences 200 <sup>(1)</sup>  
Intro to Housing & Fashion CAD
- \_\_\_ Family and Consumer Sciences 230 <sup>(2)</sup>  
Personal Resource Management
- \_\_\_ Art 102 <sup>(3)</sup>  
Fundamentals of Art
- \_\_\_ Accounting 201 <sup>(4)</sup>  
Principles of Financial Accounting I
- \_\_\_ Economics 102 <sup>(3)</sup>  
Principles of Economics II
- \_\_\_ Computer Science 122 <sup>(2)</sup>  
Introduction to Computers

**Upper Division Requirements - 31 Units**

- \_\_\_ Family and Consumer Sciences 315 <sup>(2)</sup>  
Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 370 <sup>(2)</sup>  
\*Apparel in Human Behavior & Culture
- \_\_\_ Family and Consumer Sciences 375 <sup>(2)</sup>  
\*Visual Presentation and Display
- \_\_\_ Family and Consumer Sciences 380 <sup>(2)</sup>  
\*Fashion Merchandising
- \_\_\_ Family and Consumer Sciences 400 <sup>(2)</sup>  
\*Flat Pattern Making
- \_\_\_ Family and Consumer Sciences 405 <sup>(2)</sup>  
\*Textile Sciences
- \_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Business 212 <sup>(4)</sup>  
Principles of Management
- \_\_\_ Business 332 <sup>(4)</sup>  
Principles of Marketing
- \_\_\_ Business 334 <sup>(4)</sup>  
Professional Selling & Sales Mgmt
- \_\_\_ Business 336 <sup>(4)</sup>  
Advertising and Promotion Mgmt

\*Courses offered alternate years

Meeting General Education Requirements

1. Physical Fitness and Nutrition: Family and Consumer Sciences 315 <sup>(3)</sup> will fulfill the non-activity requirement in this division.
2. The Social World: Economics 102 <sup>(3)</sup> will fulfill this General Education requirement.
3. The Fine Arts: Art 102 <sup>(3)</sup> will partially fulfill this General Education requirement.

Units toward General Education requirements: 9 units

Unit Analysis  
 General Education 52 units  
 Major 55 units  
 Electives 21 units  
 Units for Graduation 128 units

Updated on 3/05/07

Recommended Elective Courses

- FCS 480 FCS Internship <sup>(2-4)</sup>
- BUS 213 Administration Communication <sup>(3)</sup>
- BUS 382 Entrepreneurship <sup>(2)</sup>
- ART 203 Graphic Design I <sup>(3)</sup>
- ART 115 Drawing I <sup>(3)</sup>
- ART 215 Introduction to Computer Graphics <sup>(3)</sup>

## Consumer and Environmental Sciences Concentration in Housing and Interior Environments Present Course Requirements

### Lower-Division Requirements

Course #	Title.....	Units
FCS 115	Fundamentals of Interior Design	2
FCS 150	Human Development	3
FCS 200	Introduction to Computer-Aided Design in Housing and Fashion	1
FCS 220	Problems of Family Housing	2
FCS 230	Personal Resource Management	2
ART 102	Fundamentals of Art	3
ACC 201	Principles in Financial Accounting	4
ECO 102	Principles in Economics II	3
CSC 122	Introduction to Computers	2
	<b>TOTAL</b>	<b>22</b>

### Upper-Division Requirements

Course #	Title.....	Units
FCS 315	Personal, Family, and Community Health	3
FCS 320	Advanced Housing Environments	2
FCS 360	Interior Design Materials, Lighting, and Residential Equipment	2
FCS 375	Visual Presentation and Display	2
FCS 395	History of Design in Housing and Furniture	2
FCS 405	Textile Science	2
FCS 497	Family and Consumer Sciences Senior Seminar	2
BUS 212	Principles of Management	4
BUS 332	Principles of Marketing	4
BUS 334	Professional Selling and Sales Management	4
BUS 336	Advertising and Promotion Management	4
	<b>TOTAL</b>	<b>31</b>

### Recommended Courses

Course #	Title.....	Units
FCS 480	Family and Consumer Sciences Internship	2-4
ART 115	Drawing I	3
ART 203	Graphic Design I	3
ART 215	Introduction to Computer Graphics	3
ART 300	History of Western Art I	4
ART 301	History of Western Art II	4
ART 302	Twentieth Century Art	3
BUS 382	Entrepreneurship	2



Name

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### REQUIREMENTS FOR THE MAJOR IN CONSUMER AND ENVIRONMENTAL SCIENCES – Concentration in Housing and Interior Environments

Lower Division Requirements – 22 units	Upper Division Requirements – 31 Units
___ Family and Consumer Sciences 115 <sup>(2)</sup> *Fundamentals of Interior Design	___ Family and Consumer Sciences 315 <sup>(3)</sup> Personal, Family Community Health
___ Family and Consumer Sciences 150 <sup>(3)</sup> Human Development	___ Business 212 <sup>(4)</sup> Principles of Management
___ Family and Consumer Sciences 200 <sup>(1)</sup> Intro to Housing & Fashion CAD	___ Business 332 <sup>(4)</sup> Principles of Marketing
___ Family and Consumer Sciences 220 <sup>(2)</sup> *Problems of Family Housing	___ Business 334 <sup>(4)</sup> Professional Selling & Sales Mgmt
___ Family and Consumer Sciences 230 <sup>(2)</sup> Personal Resource Management	___ Business 336 <sup>(4)</sup> Advertising and Promotion Mgmt
	*Courses offered alternate years

#### Meeting General Education Requirements

1. Physical Fitness and Nutrition: Family and Consumer Sciences 315 <sup>(3)</sup> will fulfill the non-activity requirement in this division.
2. The Social World: Economics 102 <sup>(3)</sup> will partially fulfill this General Education requirement.
3. The Fine Arts: Art 102 <sup>(3)</sup> will fulfill this General Education requirement.

**Units toward General Education requirements: 9 units**

#### Unit Analysis

Major Electives 53 units  
24 units

Units for Graduation 128 units

Updated 6-14-05

#### Recommended Elective Courses

FCS 480 FCS Internship (2-4)  
 ART 115 Drawing I (3)  
 ART 203 Graphic Design I (3)  
 ART 215 Introduction to Computer Graphics (3)  
 ART 300 History of Western Art I (4)  
 ART 301 History of Western Art II (4)  
 ART 302 Twentieth Century Art (3)  
 BUS 213 Administration Communication (4)  
 BUS 382 Entrepreneurship (2)

## Dietetics

### Present Course Requirements

The major in Dietetics (Bachelors of Science) requires 131 units to graduate, three (3) more than the traditional 128 units required for most majors at PLNU. Students are encouraged to take one or two courses in the summer to lighten their course loads during the regular semester.

Students interested in becoming a Registered Dietician should consult the American Dietetic Association (ADA) for specific information: The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago IL 60606-6995. Graduates in the Dietetics major will require further training by applying to an ADA-accredited internship program in order to complete ADA requirements to be a registered dietitian (R.D.).

#### Lower-Division Requirements

Course #	Title.....	Units
FCS 110	Fundamentals of Food	2
FCS 150	Human Development	3
FCS 225	Fundamentals of Nutrition	3
FCS 230	Personal Resource Management	2
FCS 201	Principles of Financial Accounting	4
BUS 212	Principles of Management	4
CSC 122	Introduction to Computers	2
MTH 123	Elementary Functions	3
BIO 130	Human Anatomy and Physiology I	4
BIO 140	Human Anatomy and Physiology II	4
BIO 210	Cell Biology and 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 I	5
PHL 211	Ethics	3
SOC 201	Cultural Anthropology	3
	<b>TOTAL</b>	<b>60</b>

### Upper-Division Requirements

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 315	Personal, Family, and Community Health	3
FCS 325	Food Economics and Culture	3
FCS 330	Community Nutrition	3
FCS 335	Nutrition Research Through the Life Cycle	2
FCS 365	Advanced Nutrition	3
FCS 415	Medical Nutrition Therapy	4
FCS 435	Food Service Production and Management	2
FCS 455	Food Science	2
FCS 497	FCS Senior Seminar	2
	<b>TOTAL</b>	<b>24</b>

### Recommended Courses

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 305	Life Cycle Nutrition	4
FCS 340	Nutrition of Women's Well-Being	2
FCS 332	Principles of Marketing	4
KPE 340	Physiology of Exercise	3
MTH 203	Introduction to Statistics	3

### PLNU Students Majoring in Dietetics

Graduates in the Dietetics major from PLNU will earn a Verification Statement that will allow them to apply to an ADA accredited dietetic internship program, the second step to becoming a Registered Dietician (R.D.).

*To be verified at PLNU, the student must:*

- Earn a "C" or better in all core curriculum DPD classes
- Maintain a GPA of 2.800 or higher
- Earn a B.S. degree (official transcripts, including the one that shows an earned Bachelor's degree, must be in the DPD file)
- Participate in community service learning activities during the program, as evidenced in the senior portfolio
- Demonstrate ethical principles and follow ADA's Code of Ethics

**Students with a Bachelor's Degree from Another University Seeking a Verification Statement**

If a student has earned a Bachelor's degree from another university, and is seeking a Verification Statement for the dietetics program, the student may choose one of the following paths:

- I) Apply to PLNU for a Dietetics Verification Statement program, with no degree attached (no second Bachelor's degree). This pathway will require:
  - a. A Bachelor's degree from a college/university in another major
  - b. Official transcripts reviewed by the Director of Dietetics and admissions
  - c. A minimum 24 units of upper division dietetic courses and prerequisites taken at PLNU. (Courses required will be based on previous coursework transferred, and the date that courses were taken)
  - d. Acceptance to PLNU
- II) Apply to PLNU for a second Bachelor of Science degree in Dietetics. This pathway will require:
  - a. Official transcripts reviewed by the Director of Dietetics and admissions
  - b. Coursework and prerequisites required for the Dietetics major
  - c. Coursework to meet all General Education requirements at PLNU
  - d. Acceptance to PLNU

**International Students Seeking a Verification Statement**

If a student is an International Student seeking a Verification Statement in Dietetics from PLNU, the student must apply to the University and submit the following:

- a. All documents including high school and college transcripts translated into English and evaluated by an approved credential evaluation service before being sent to the Admissions Office. The student may contact any credential evaluator approved by the National Association of Credential Evaluators (NACES), such as World Education Services, Inc. (WES), Academic Credentials Evaluation Institute, Inc. (ACEI), and Educational Credential Evaluators, Inc. (ECE).
- b. English proficiency: A 550 paper based TOEFL or 216 computer based TOEFL.
- c. An original notarized copy of an Affidavit of Support (financial statement) submitted by a sponsor or bank, indicating sufficient funds for the educational expenses for one academic year at PLNU. \*Point Loma Nazarene is a private university; therefore, tuition is the same for U.S. residents and international students.
- d. Acceptance to PLNU
- e. Take a minimum 24 units of upper-division Dietetics courses and prerequisites at PLNU. (Courses required will be based on previous coursework transferred, and the date that courses were taken)

*To be verified at PLNU, the student must:*

- Earn a "C" or better in all core curriculum DPD classes
- Maintain a GPA of 2.800 or higher
- Take at least 24 units of upper-division DPD classes at PLNU
- Participate in community service learning activities during the program, as evidenced in the senior portfolio
- Demonstrate ethical principles and follow ADA's Code of Ethics

### REQUIREMENTS FOR THE MAJOR IN DIETETICS

Lower Division Requirements – 60 units	Upper Division Requirements – 24 Units
___ Family and Consumer Sciences 110 <sup>(2)</sup> Fundamentals of Food	___ Family and Consumer Sciences 315 <sup>(3)</sup> Personal, Family Community Health
___ Family and Consumer Sciences 150 <sup>(2)</sup> Human Development	___ Family and Consumer Sciences 325 <sup>(3)</sup> Food Economics and Culture
___ Family and Consumer Sciences 225 <sup>(2)</sup> Fundamentals of Nutrition	___ Family and Consumer Sciences 330 <sup>(3)</sup> *Public Health Nutrition
___ Family and Consumer Sciences 230 <sup>(2)</sup> Personal Resource Management	___ Family and Consumer Sciences 335 <sup>(2)</sup> *Nutrition Research Through the Life Cycle
___ Accounting 201 <sup>(4)</sup> Principles of Financial Accounting	___ Family and Consumer Sciences 415 <sup>(4)</sup> *Medical Nutrition Therapy
___ Computer Science 122 <sup>(2)</sup> Introduction to Computers	
___ Business 212 <sup>(4)</sup> Principles of Management	
___ Mathematics 123 <sup>(3)</sup> Elementary Functions	
___ Sociology 201 <sup>(2)</sup> Cultural Anthropology	
___ Biology 210 <sup>(4)</sup> Cell Biology and Biochemistry	
___ Biology 130 <sup>(4)</sup> Human Anatomy and Physiology I	
___ Biology 140 <sup>(4)</sup> Human Anatomy and Physiology II	
___ Biology 220 <sup>(5)</sup> Microbiology of Infectious Diseases	
___ Chemistry 151 <sup>(1)</sup> General Chemistry Tutorial	
___ Chemistry 152 <sup>(4)</sup> General Chemistry I	
___ Chemistry 153 <sup>(4)</sup> General Chemistry II	
___ Chemistry 295 <sup>(5)</sup> Organic Chemistry I	
___ Philosophy 211 <sup>(3)</sup> Ethics	

\*Courses offered alternate years

#### Meeting General Education Requirements

1. Natural World: The Biology and Chemistry course work required for Dietetics major fulfills this general education requirement.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 Personal, Family and Community Health will fulfill the classroom requirement. One unit of physical activity is needed from Physical Education 102-184.

#### Unit Analysis

Major Electives General Education courses not included in major Units for Graduation

84 units  
0 units  
47 units  
131 units

#### Please Note

This major requires 131 units to graduate, three more units than the traditional 128 units for graduation. Students are encouraged to take one or two courses in the summer to lighten their course load during the semester.

#### Recommended Courses

FCS 305 Life Cycle Nutrition <sup>(4)</sup>  
FCS 340 Nutrition Issues for Women in Disease Prevention <sup>(2)</sup>  
BUS 332 Principles of Marketing <sup>(4)</sup>  
KPE 340 Physiology of Exercise <sup>(3)</sup>  
MTH 203 Introduction to Statistics <sup>(2)</sup>

Student interested in becoming a Registered Dietitian should consult the American Dietetic Association (ADA) for specific information: The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Majors enrolled in the dietetics program will need further training by applying to an ADA approved four year institution for advanced graduate work or to an ADA accredited internship program to complete the ADA requirements.

## Family Life Services Present Course Requirements

### Lower-Division Requirements

Course #	Title.....	Units
FCS 110	Fundamentals of Food	2
FCS 150	Human Development	3
FCS 220	Problems of Family Housing	2
FCS 230	Personal Resource Management	2
PSY 103	General Psychology	3
SOC 101	Introduction to Sociology	3
SOC 250	Sociology of the Family	3
	<b>TOTAL</b>	<b>18</b>

### Upper-Division Requirements

Course #	Title.....	Units
FCS 305	Life Cycle Nutrition	4
FCS 315	Personal, Family, and Community Health	3
FCS 325	Food Economics and Culture	3
FCS 340	Nutrition of Women's Well-Being	2
FCS 350	Consumer Economics	2
FCS 385	Family and Parenting	2
FCS 420	Child Development in the Family and Community	4
FCS 480	Family and Consumer Sciences Internship	2
FCS 497	Family and Consumer Sciences Senior Seminar	2
PSY 321	Abnormal Psychology	3
SOC 316	Sociology of Aging	3
SOC 360	Ethnic and Status Groups	3
	<b>TOTAL</b>	<b>37</b>

### Recommended Courses

Course #	Title.....	Units
SOC 314	Juvenile Delinquency	3
SOC 320	Social Psychology	3
SOC 350	Urban Psychology	3
SWK 340	Child Welfare	3
PSY 341	Group Counseling	3
PSY 345	Group Dynamics	3
PSY 360	Human Sexuality	3

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REQUIREMENTS FOR THE MAJOR IN FAMILY LIFE SERVICES

Lower Division Requirements - 18 units

- \_\_\_ Family and Consumer Sciences 110 (2)  
Fundamentals of Food
- \_\_\_ Family and Consumer Sciences 150 (3)  
Human Development
- \_\_\_ Family and Consumer Sciences 220 (2)  
\*Problems of Family/Housing
- \_\_\_ Family and Consumer Sciences 230 (2)  
Personal Resource Management

- \_\_\_ Psychology 103 (3)  
General Psychology
- \_\_\_ Sociology 101 (3)  
Introduction to Sociology
- \_\_\_ Sociology 250 (3)  
Sociology of the Family

Upper Division Requirements - 37-39 Units

- \_\_\_ Family and Consumer Sciences 305 (4)  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315 (3)  
Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 325 (3)  
Food Economics and Culture
- \_\_\_ Family and Consumer Sciences 340 (2)  
Nutrition Issues for Women in Disease Prevention
- \_\_\_ Family and Consumer Sciences 350 (2)  
\*Consumer Economics
- \_\_\_ Family and Consumer Sciences 385 (2)  
Family and Parenting
- \_\_\_ Family and Consumer Sciences 420 (4)  
Child Development in the Family and Community

- \_\_\_ Family and Consumer Sciences 480 (2 or 4)  
FCS Internship
- \_\_\_ Family and Consumer Sciences 497 (2)  
FCS Senior Seminar
- \_\_\_ Psychology 321 (3)  
Abnormal Psychology
- \_\_\_ Psychology 325 (4)  
Clinical and Community Intervention
- \_\_\_ Sociology 316 (3)  
\*Sociology of Aging
- \_\_\_ Sociology 360 (3)  
Ethnic and Status Groups

\*Courses offered alternate years

Meeting General Education Requirements

1. Physical Fitness and Nutrition: Family and Consumer Sciences 315 will fulfill the nonactivity requirements in this division.
3. The Social World: Sociology 101 or 250 will fulfill this General Education requirement.

Unit Analysis

Major 53 units  
Electives 17 units  
Units for Graduation 128 units

Recommended Elective Courses

- MTH 203 Intro to Statistics (3)
- PSY 341 Group Counseling (3)
- PSY 345 Group Dynamics (3)
- PSY 360 Human Sexuality (3)
- SOC 314 Juvenile Delinquency (3)
- COS 320 Social Psychology (3)
- SOC 350 Urban Sociology (3)
- SWK 340 Child Welfare (3)

Recommended Minors

- Child Development
- Nutrition
- Pre-Therapeutic Psychology
- Youth Ministry
- Children's Ministry

**Nutrition and Food with a Concentration in  
Food Service Management  
Present Course Requirements**

**Lower-Division Requirements**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 110	Fundamentals of Food	2
FCS 150	Human Development	3
FCS 230	Personal Resource Management	2
ACC 201	Principals of Financial Accounting	4
CHE 101	Chemistry and Society	4
CSC 122	Introduction to Computers	2
ECO 102	Principles of Economics II	3
	<b>TOTAL</b>	<b>20</b>

**Upper-Division Requirements**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 305	Life Cycle Nutrition	4
FCS 315	Personal, Family, and Community Health	3
FCS 325	Food Economics and Culture	3
FCS 435	Food Service Production and Management	2
FCS 445	Catering	2
FCS 480	Family and Consumer Sciences Internship	2
FCS 497	Family and Consumer Sciences Seminar	2
BUS 212	Principles of Management	4
BUS 332	Principles of Marketing	4
BUS 334	Professional Selling and Sales Management	4
BUS 336	Advertising and Promotion Management	4
BUS 382	Entrepreneurship	2
	<b>TOTAL</b>	<b>36</b>

**Recommended Courses**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 340	Nutrition of Women's Well-Being	2
FCS 350	Consumer Economics	2
BUS 301	Legal Environment of Business	4
BUS 213	Administrative Communication	3
COM 220	Small Group Communication	3
COM 312	Gender and Communication	3
COM 340	Organizational Communication	3
PSY 320	Social Psychology	3



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**REQUIREMENTS FOR THE MAJOR IN NUTRITION AND FOOD – Concentration in Food Service Management**

**Lower Division Requirements – 20 units**

- \_\_\_ Family and Consumer Sciences 110 <sup>(2)</sup>  
Fundamentals of Food
- \_\_\_ Accounting 201 <sup>(4)</sup>  
Principles of Financial Accounting
- \_\_\_ Chemistry 101 <sup>(4)</sup>  
Chemistry and Society
- \_\_\_ Computer Science 122 <sup>(2)</sup>  
Introduction to Computers
- \_\_\_ Economics 102 <sup>(3)</sup>  
Principles of Economics II

**Upper Division Requirements – 36 Units**

- \_\_\_ Family and Consumer Sciences 305 <sup>(4)</sup>  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315 <sup>(3)</sup>  
Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 325 <sup>(3)</sup>  
Food Economics and Culture
- \_\_\_ Family and Consumer Sciences 435 <sup>(2)</sup>  
\*Food Service Production and Management
- \_\_\_ Family and Consumer Sciences 445 <sup>(2)</sup>  
\*Catering
- \_\_\_ Family and Consumer Sciences 480 <sup>(2)</sup>  
FCS Internship
- \_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Business 212 <sup>(4)</sup>  
Principles of Management
- \_\_\_ Business 332 <sup>(4)</sup>  
Principles of Marketing
- \_\_\_ Business 334 <sup>(4)</sup>  
Professional Selling & Sales Mgmt
- \_\_\_ Business 336 <sup>(4)</sup>  
Advertising and Promotion Mgmt
- \_\_\_ Business 382 <sup>(2)</sup>  
Entrepreneurship

\*Courses offered alternate years

**Meeting General Education Requirements**

1. Natural World: Chemistry 101 can be used to meet the science course without a lab in this division.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 will fulfill the non-activity requirement in this division.
3. The Social World: Economics 102 will fulfill this General Education requirement.

**Recommended Elective Courses**

- FCS 340 Women: Nutrition Issues in Disease Prevent <sup>(2)</sup>
- FCS 350 Consumer Economics <sup>(2)</sup>
- BUS 301 Legal Environment of Business <sup>(4)</sup>
- BUS 213 Administration Communication <sup>(3)</sup>
- BUS 374 Industrial Org Psych/Human Resources <sup>(4)</sup>
- COM 220 Small Group Communication <sup>(3)</sup>
- COM 312 Gender and Communication <sup>(3)</sup>
- COM 340 Organization Communication <sup>(3)</sup>
- PSY 320 Social Psychology <sup>(3)</sup>
- PSY 411 Emotion and Motivation <sup>(3)</sup>

**Unit Analysis**

Major Electives 56 units  
Units for Graduation 128 units

Updated 6-13-05

**Nutrition and Food Concentration in  
Nutrition and Health  
Present Course Requirements**

**Lower-Division Requirements**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 110	Fundamentals of Food	2
FCS 150	Human Development	3
FCS 225	Fundamentals of Nutrition	3
FCS 230	Personal Resource Management	2
BIO 130	Human Anatomy and Physiology I	4
BIO 140	Human Anatomy and Physiology II	4
CHE 103	Introduction to General, Organic & Biological Chemistry	5
COM 220	Small Group Communication	3
PSY 103	General Psychology	3
	<b>TOTAL</b>	<b>29</b>

**Upper Division Requirements**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 315	Personal, Family, and Community Health	3
FCS 325	Food Economics and Culture	3
FCS 330	Community Nutrition	3
FCS 335	Nutrition Research Through the Life Cycle	2
FCS 340	Nutrition of Women's Well-being	2
FCS 425	Child Nutrition	4
FCS 480	Family and Consumer Sciences Internship	4
FCS 497	Family and Consumer Sciences Senior Seminar	2
PSY 320	Social Psychology	3
	<b>TOTAL</b>	<b>26</b>

**Recommended Courses**

<b>Course #</b>	<b>Title.....</b>	<b>Units</b>
FCS 435	Food Service Production and Management	2
FCS 445	Catering	2
FCS 490	Special Studies In Family and Consumer Sciences	1-4
PSY 103	General Psychology	3
PSY 325	Clinical and Community Interventions	4
PSY 345	Group Dynamics	3

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**REQUIREMENTS FOR THE MAJOR IN NUTRITION AND FOOD – Nutrition and Health**

Lower Division Requirements – 29 units	Upper Division Requirements – 26 Units
___ Family and Consumer Sciences 110 <sup>(2)</sup> Fundamentals of Food	___ Family and Consumer Sciences 315 <sup>(3)</sup> Personal, Family Community Health
___ Family and Consumer Sciences 150 <sup>(3)</sup> Human Development	___ Family and Consumer Sciences 425 <sup>(4)</sup> Child Nutrition
___ Family and Consumer Sciences 225 <sup>(3)</sup> Fundamentals of Nutrition	___ Family and Consumer Sciences 480 <sup>(4)</sup> FCS Internship
___ Family and Consumer Sciences 230 <sup>(2)</sup> Personal Resource Management	___ Family and Consumer Sciences 497 <sup>(2)</sup> FCS Senior Seminar
___ Biology 130 <sup>(4)</sup> Human Anatomy and Physiology I	___ Psychology 320 <sup>(3)</sup> Social Psychology
___ Biology 140 <sup>(4)</sup> Human Anatomy and Physiology II	___ Family and Consumer Sciences 335 <sup>(2)</sup> *Nutrition Research through the Life Cycle
___ Chemistry 103 <sup>(5)</sup> Intro to General, Organic & Biological Chem	___ Family and Consumer Sciences 340 <sup>(2)</sup> Nutrition Issues for Women in Disease Prevention
___ Communication 220 <sup>(3)</sup> Small Group Communication	___ * Courses offered alternate year
___ Psychology 103 <sup>(3)</sup> General Psychology	

**Meeting General Education Requirements:** Students MUST take the following general education (G.E.) courses.

- Physical Fitness and Nutrition: Family and Consumer Sciences 315 Personal, Family and Community Health will fulfill the classroom requirements. One unit of physical activity is needed from Physical Education 102-184.
- Natural World: CHE 103 Introduction to General, Organic, and Biological Chemistry and BIO 130 Human Anatomy and Physiology I will fulfill this general education requirement.

**General Education Requirements:** Students are *recommended* to take the following G.E. courses.

- The Social World: POL 190 The Politics of Race, Class and Gender  
SOC 201 Cultural Anthropology
- Philosophy: Philosophy 311 Ethics.

**Unit Analysis**

General Education 59 units  
 Major 55 units  
 Electives 14 units

Units for Graduation 128 units

**Recommended Elective Courses:**

- \*FCS 435 Food Service Production and Management (2)
- \*FCS 445 Catering (2)
- FCS 490 Special Studies in Family and Consumer Sciences (1-4)
- PSY 325 Clinical and Community Interventions (4)
- PSY 345 Group Dynamics (3)

## Family and Consumer Sciences Description of Minors

### CHILD DEVELOPMENT MINOR

This minor is for students who desire an introductory exposure to the study of child development. It will also meet the requirements for the Associate Teacher Permit needed for teachers in Early Childhood.

#### **Required Courses:**

FCS 120 Child and Adolescent Development (3)  
FCS 305 Life Cycle Nutrition (4)  
FCS 315 Personal, Family and Community Health (3)  
FCS 420 Child Development in the Family and Community (4)

#### *One additional course from the following:*

FCS 310 Early Childhood Education (4)\*  
FCS 355 Development of Special Needs Children (3)  
FCS 385 Family and Parenting (2)  
SOC 250 Sociology of the Family (3)

*\* FCS 310 Early Childhood Education must be taken for the Associate Teacher Permit. Students must be fingerprinted through community care licensing to obtain Child Abuse Central Index Clearance.*

### NUTRITION MINOR

The minor in Nutrition is for students interested in the field of nutrition and well-being. The program consists of a foundation in food, nutrition and disease prevention as it relates to one's health.

#### **Required Courses:**

FCS 110 Fundamentals of Food (2)  
FCS 150 Human Development (3)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 305 Life Cycle Nutrition (4)  
FCS 325 Food Economics and Culture (3)  
FCS 340 Nutrition of Women's Well-Being (2)

## **Family and Consumer Sciences Department Student Organizations**

### **Phi Upsilon Omicron - Gamma Iota Chapter**

Phi Upsilon Omicron (Phi U) is a national honor society in Family and Consumer Sciences. Its purposes are to 1) recognize and encourage academic excellence, 2) develop qualities of professional and personal leadership, 3) provide opportunities for service to the professional and 4) encourage professional and personal commitment to the area of family and consumer sciences.

The student organization, Phi Upsilon Omicron – Gamma Iota chapter was established on November 6, 2004. Twenty three students and six faculty were initiated. The national president of Phi Upsilon Omicron, Lynette Olson, Ph.D., attended the ceremony and personally welcomed the new members to the honor society.

Monthly meetings are held to discuss and plan community service events, semester initiations and end-of-the-semester activities. Like campus ministry programs, Phi U encourages community service. Student members have given time, financial support and material goods to several organizations within the San Diego community, including an agency serving pregnant teens, a Mexican orphanage and the San Diego Rescue Mission. Member participation is high for most meetings and events.

The financial resources for Phi U are based on yearly membership dues and the PLNU Student Association yearly allotment. The business of Phi U is first discussed by the officers and then with the membership at the bi-weekly meetings. Phi U conducts yearly elections of officers every spring. Membership, officer and financial reports are sent to the Phi U national headquarters yearly in May. Reports are reviewed by the advisors, Professor Sandy Foster and Dr. Kay Wilder.

### **FCS Club**

Over the past 25 years, the FCS faculty has sponsored events once or twice a semester for students, including activities such as professional speakers, panel discussions on careers, and holiday parties. The purpose of these events is to bring students together for a relaxing learning experience and fellowship with faculty outside the classroom. In addition, it is important to share with students the diversity of thoughts, disciplines and strengths of the interconnections and the common denominators within the profession of family and consumer sciences. These events are a fun and unifying experience for students and faculty alike. During the 2006-2007 academic year, 155 students attended the FCS events.

## Early Childhood Learning Center

The Early Childhood Learning Center (ECLC) opened in September of 1973 with an enrollment of nine faculty and staff children. The initial staff consisted of a director, laboratory teacher and two student aides. In January of 1974, the center opened to include children from families in the community. At that time a second laboratory teacher was hired.

The primary focus of the ECLC laboratory school was to provide real-life opportunities for observation, field experience and participation on campus for the new Child Development major. In addition, the ECLC opened because the university campus appeared to be isolated from the rest of the community and the faculty and staff needed a facility for their children.

The Department of Social Services of the State of California licensed the ECLC in the fall of 1994. Each year a licensing agent from the Community Care Licensing Division is required to make a site visitation to review policies, procedures and observe operations and safety of the facility. After each site inspection the ECLC has received their license renewal.

In the spring of 2003, an ECLC self-study was conducted. In April 2003, an outside visitation team led a two-day site program review of the Early Childhood Learning Center. Lynette Olson, Ph.D. and Candace Fox, Ph.D. wrote a documented report with 12 specific recommendations. Following the site visitation, Dr. Havens (Dean of Social Sciences and Professional Studies) and Dr. Wilder wrote the program executive summary which provided recommendations and an action plan for the ECLC. The majority of recommendations from both documents have been enacted over the past four years. All ECLC program review documents are available in the chair's office of the Department of Family and Consumer Sciences (Evans Hall 102).

Positive feedback indicates that the ECLC functions at an effective level. It has a unique opportunity to serve the Point Loma community and meet the needs of parents and children by providing parent workshops, seminars and individual guidance for their children with the site director, academic director and laboratory teachers. In addition, the ECLC benefits other disciplines, departments and schools on the PLNU campus.

Since the center's inception, the ECLC has provided opportunities for approximately 440 student aides, 2,820 student observers, and 4,400 field experience students. The ECLC's contribution to University students within the Department of Family and Consumer Sciences has been invaluable for thousands of students. As a result, a total of 7,660 university students over the past 34 years have been influenced by the professors and staff of the ECLC: Countless numbers of PLNU graduates experienced the developmental approach for guiding young children in their physical, emotional, social and cognitive growth. Clearly the ECLC is accomplishing the vision of the Department of Family and Consumer Sciences, "to improve the quality of lives of children, families and communities."

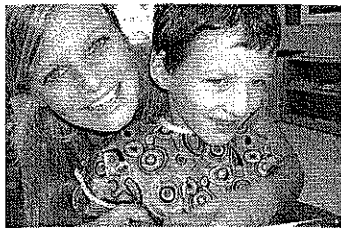
In 2005-2006 a combined classroom for three-year and four-year olds was established to serve more community children within the ECLC. Over the past four years, there has been a waiting list of at least 200 children desiring to be a part of the ECLC program. For the 2006-2007 school year, 63 children attended the ECLC. Currently 29% of these children come from faculty, staff or university student families; the remaining 71% of children come from the community. The ECLC provided seven departments with early childhood laboratory field experiences for 384 university students in the 2006-2007 academic year.

The chart below describes the budgets for the ECLC. The numbers reflect budgeted expenses and actual expenses assigned by the University without consideration of total tuition generated by the laboratory school.

**Early Childhood Learning Center Budget and Expenses  
1999 - 2007**

Year	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Budgeted Expenses	35,452	36,410	43,879	44,546	43,948	44,239	44,239	49,239
Actual Expenses	35,835	38,479	48,627	52,438	51,182	48,138	47,243	59,890
Difference	(383)	(2,069)	(4,748)	(7,892)	(7,234)	(3,899)	(3,004)	(10,651)

The following five pages is a copy of the *Early Childhood Learning Center Laboratory Review for Spring 2007*. At the end of each semester the *ECLC Laboratory Review* is distributed to administrative offices and academic departments and schools. This document gives the reader a clear snapshot of the numerous university student field experiences and parent education opportunities that the ECLC provides.



# The Laboratory Review

## Early Childhood Learning Center

Spring 2007

### Classroom Within a Classroom

The Early Childhood Learning Center is a laboratory school under the Department of Family and Consumer Sciences. It is essentially a classroom within a classroom. The Early Childhood Learning Center teachers work with the children and coach the University students simultaneously. The Early Childhood Learning Center has observation rooms in each classroom allowing the University students to observe the growth and development of children socially, physically, and cognitively without the children being aware that they are being observed. The Center is utilized by a number of different departments. Lectures by the Academic Director facilitate specific information that the professor wants covered. Following the lecture, the University students come to the Center and participate in an interactive lab with children. In addition, the Center serves as an opportunity for University students to have field experience hours in working with young children for course credit.

### Serving University Students

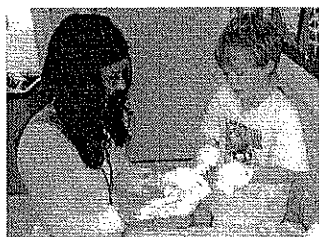
Early Childhood Learning Center Served 384 University Students and Facilitated Seven Departments for the 2006-2007 school year.

Department	Course	Students	
		Fall 2006	Spring 2007
Art	ART 319 Visual Arts in the Classroom I	19	16
Family and Consumer Sciences	FCS 120 Child and Adolescent Development	17	
	FCS 150 Human Development	44	80
	FCS 305 Life Cycle Nutrition	27	
	FCS 310 Early Childhood Education	20	
	FCS 355 Dev. of the Special Needs Child		20
	FCS 425 Child Nutrition		28
	FCS 460 Admin. In Early Childhood Educ.		8



	FCS 470 Practicum Early Childhood Educ.	1	2
Kinesiology	KPE 312 Motor Development	34	
	PED 308 Physical Educ. for Children	1	
Literature, Journalism and Modern Languages	WRI 330 Photo Journalism	1	
Psychology	PSY 308 Dev. Psych. Birth Through Adol.	1	1
School of Nursing	NSG 310/311 Care of Families & Adol Focus	26	25
Sociology	SWK 365 Human Behavior in the Social Env.		13
TOTAL - 7 Dept.		191	193

### From Scribbles to Representative Art



The Early Childhood Learning Center facilitates numerous laboratory experiences throughout the year. One of the highlights that occurs Fall and Spring of each year is a hands on art laboratory experience with Dr. Karen Sangren's class, Art 319 Visual Arts in the Classroom. Susan Rogers, Academic Director, lectures on how to trace a child's development from scribbles to representative art using pictures of children's art representing different stages. University students are instructed on how to create an art-rich environment that is discovery and process oriented, to help children develop a healthy sense of self while encouraging them to naturally develop cognitively.

The real excitement of the day comes when the University students at the Center are able to explore art like a young child, with young children. The University students and children together do a variety of stamping, collaging, and painting activities. It is a great experience for University students to understand the importance of the art process as well as to practice their skills talking and working with the young artists. It is during this time that they are able to observe different levels of art ability and identify different levels of children's development.

### Motor Development/Motor Learning Class Learns Through Laboratory Experience

Each Fall Ted Anderson's KPE 312 Motor Development/Motor Learning Class visits the Early Childhood Learning Center for three to four laboratory experiences during the semester. He writes:

Having access to the Early Childhood Learning Center allows my Motor Development class to have a laboratory experience that very few undergraduate programs offer. Instead of reading about generalized developmental stages of three and four year olds, my students are able to explore stereotypes and test current theories of Motor Development by designing, implementing, recording and analyzing research projects utilizing the ECLC students.

Our time at the ECLC is the center piece of my course. Everything we do in class before our visit is preparing our students to make the most of the opportunity, everything after our visit is referenced by what we learned and experienced at the center. The ECLC is more than a convenience; it is an academic advantage for our majors that contributes to Point Loma's academic excellence.

Submitted by: Ted Anderson, Chair/Professor, Department of Kinesiology

### **Nursing Students Get Hands On Experience with Denver Developmental Screening Test II**

PLNU Nursing students have learned valuable physical and psychosocial assessment skills by interacting with the children of the ECLC. In both the Fall and Spring semester, Junior level nursing students taking NSG310/311 Nursing Care of Families: Child and Adolescent Focus, were given the opportunity to interact with a healthy, well child at the Center by administering the Denver Developmental Screening Test II (DDSTII). The DDST II is an assessment administered to young children to identify the presence or absence of appropriate developmental milestones according to the child's specific age. Four areas of measurement are targeted: Personal/Social, Fine Motor/Adaptive, Language and Gross Motor. Each nursing student is given an opportunity to perform this simple assessment on a three or four year old child. The test takes approximately 20 to 30 minutes and the children often view the assessment as a game. Common activities in the assessment may include simple tasks such as building a tower of blocks, hopping or balancing on one foot, throwing a ball and drawing a picture. The tasks assessed are specific to the child's expected capability for their age. Students learn to appreciate that while children undergo an expected course of development, each child exhibits normal variations in his/her developmental abilities at any one point in time.

Considering that the majority of their clinical learning time is spent at Rady Children's Hospital San Diego caring for acutely ill children, the students appreciate this on-campus opportunity to interact with healthy, happy children. Many students begin the semester anxious about their upcoming pediatric rotation. In completing their clinical write-up of the experience, they frequently express surprise at the great fun they had with the child during the assessment. This partnership between the School of Nursing and the ECLC offers nursing students an excellent opportunity to enhance their pediatric experience prior to entering the hospital environment. We look forward to expanding our future interactions with the children and families of the ECLC.

Submitted by: Chris Sloan, Assistant Professor, School of Nursing

### **Nutrition Comes to Life**

Dr. Kay Wilder's nutrition class, FCS 425 Child Nutrition, presented age appropriate lessons to small groups of children explaining the importance of eating nutritious food. The lessons varied from the importance of Vitamin C to why they need fiber in their diet. The lessons were designed with the young child in mind. They were simple and creative. Many of the lessons involved puppets and creative visuals. The children are still talking about why they need to eat carrots and broccoli. Each lesson was observed by the Academic Director. She reviewed the lesson, its implementation, and reinforced its strengths. The Child Nutrition Class also provided a laboratory experience for the children.



The University students prepared healthy, well balanced, age-appropriate meals for a young child and the children voted for meals that they would like to eat. This activity gives students a practical experience in providing a nutritious meal for a young child and gaining insight into children's preferences.

### **Portfolio Assessment of Children**

Each child's development is documented in an individual portfolio for each school year they are enrolled in the Center. The portfolio is a collection of children's work telling a story of what the child is learning and how that learning has occurred. Portfolios contain actual samples of work that children have done as a part of the ongoing classroom activities. Portfolios include samples of writing, drawing, photographs of social development, records of teacher observations and checklists of skills. The use of portfolios as a means of assessment is very helpful in conferencing with parents and meeting individual needs of children.

### **Practicum Students Design and Implement the Project Approach into the Curriculum**

FCS 470 Practicum Early Childhood Education students took the children at the Early Childhood Learning Center on a journey of exploration and research. The Project Approach is a child-initiated approach that is led by the children's curiosity and promotes children using high level thinking and academic skills. Projects help give children the skills and the confidence to find answers to their own questions.

During the Fall semester Stephanie McClanahan noticed that the children started to show interest in the zoo. She created an experience for four-year olds to investigate their interests. The children repeatedly built elaborate zoos using blocks and plastic animals. They made individual sections of the zoo for the various types of animals. From there, the children investigated books looking for information. They learned about animal characteristics and habitats. They built models of habitats. A field trip to the zoo was planned. The children brainstormed questions they had. The children split into investigation groups for the tour of the zoo. Parents and teachers helped the children research at the zoo to find answers to their questions. At the end, the children's learning from their zoo experience was documented in an album with pictures and information they learned.



Practicum student, Kristina Andrews, helped scaffold the three year olds interest with ramps and construction. The children initiated the experience by making lots of ramps with blocks and cars. They continued making ramps by brainstorming possible materials they could bring for their ramps. They brought many materials including cardboard and other miscellaneous recycled material from home. They used their ramps with cars and marbles. The children loved building and loved vehicles. From there, the class discussed the types of construction trucks. Books were brought in to research the various types of construction vehicles. Kristina made a video of a variety of construction vehicles on various construction sites. The children voted on their favorite and decided to build a dump truck. They brainstormed items that would be useful in making a dump truck. Materials were provided. The dump truck was built and the children enjoyed painting it, decorating it, and playing in it.

In the Spring semester Alicia Cappa guided the four year olds in a gardening project. They investigated plant growth including



**SECTION 5**

**Proposed Curriculum**

# Proposed Curriculum

## Justification

The Department of Family and Consumer Sciences is committed to the on-going review and evaluation of the programs and curriculum, both formally and informally. Discussion and recommendations concerning course requirements, course content and program changes have been in place for the past 40 years in the department. An assessment process has been implemented for accurate data collection and program evaluation. The plan is to expand the analysis process for on-going feed-back of the programs. This assessment process now results in proposals sent to the Academic Policy Committee (APC) and the campus-wide faculty for final approval. This process is effective and continues throughout the academic year on at least a monthly basis. The FCS faculty works well together and enjoys building consensus for all changes or additions in curriculum and programs.

The past twelve months have been spent in the self-study process of data collection, assessment, analysis, development of curriculum proposals and document writing. Department faculty met on a bi-weekly basis discussing various aspects of the department's programs and curriculum. The factors considered to stimulate thinking and evaluate the present programs and curriculum included:

- Outside agencies effecting curriculum
  - American Dietetics Association's Commission on Accreditation and Approval for Dietetics Education (CADE)
  - California Department of Education's Commission on Teach Credentialing.
- Christian and secular institutions of higher education with programs in Family and Consumer Sciences. See Appendix D for a listing of institutions reviewed.
- Education, business, industry and professional trends, standards and competencies.
- Professional organizations and associations
  - American Association of Family and Consumer Sciences
  - American Society of Interior Design
  - Council of Administrators of Family and Consumer Sciences
  - Fashion Group International
  - National Association for the Education of the Young Child

- Formal and informal student feedback.
- Formal and informal alumni feedback

The following pages will describe the proposal of changes and rationale curriculum within each major, including:

- New or modified course name, codes, units, descriptions or prerequisites
- Course Matrix – current and proposed course, unit, name, code and scheduled semesters and year
- Course descriptions for newly proposed courses

The result of evaluating these many factors that affect the Department's functioning, the following majors are proposed.

- Child and Adolescent Development
- Dietetics
- Family and Consumer Sciences
- Family Life Services
- Fashion Merchandising
- Food Service Management
- Interior Design
- Nutrition and Health

# Curriculum Proposal

## New or Modified Course Name, Codes, Units, Descriptions or Prerequisites

### Delete (10 Units)

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

### Add (32 Units of New Courses)

FCS 101	Introduction to Family and Consumer Sciences (1)
FCS 203	Infant and Toddler Development (3)
FCS 235	Lighting and Furnishings (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 Environments (3)
FCS 414	Nutrition Education and Counseling Techniques (2)
FCS 417	Medical Nutrition Therapy Practicum (1)
FCS 430	Designing Commercial Environments (3)

### Changes in Course Name, Code or Units of Present Courses (7 Additional Units)

From	FCS115	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)

**Changes in Course Name, Code or Units of Present Courses - continued**

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 425	Child Nutrition (4)
To	FCS 425	Child and Adolescent (3)
From	FCS 455	Food Science (2)
To	FCS 455	Food Science (3)

**Staffing Implications**

Total Course Additions	14
Total Course Deletions	5
Total Course Impact - Increase	9
Total Unit Additions	40
Total Unit Deletions	11
Total Unit Impact - Increase	29

**Impact by Unit Load in Content Areas**

Child Development	5
Dietetics & Nutrition and Food	6
Fashion Merchandising	8
Interior Design	11
<b>Total Unit Impact</b>	<b>29</b>



**Department of Family and Consumer Sciences**  
**Family and Consumer Sciences**  
**Courses with Prerequisites**

<u>Course #</u>	<u>Course Name</u>	<u>Prerequisite</u>
FCS 200	Introduction to Computer- Aided Design in Housing and Fashion	CSC 122
FCS 225	Fundamentals of Nutrition	CHE 103, CHE 152 or equivalent
FCS 310	Early Childhood Education	FCS 120
FCS 315	Personal, Family, and Community Health (GE)	Completion of 48 units
FCS 320	Advanced Housing Environments	FCS 115 and FCS 200 or ART 102 and ART 104, and FCS 200
FCS 325	Food Economics and Culture	FCS 110
FCS 330	Community Nutrition	FCS 225
FCS 335	Nutrition Research Through the Life Cycle	FCS 150, FCS 225, BIO 110, CHEM 152, and MTH 123
FCS 355	Development of Children with Special Needs Children	FCS 120 or FCS 150
FCS 360	Interior Design Materials, Lighting and	FCS 115 and FCS 200
FCS 365	Advanced Nutrition	FCS 225, CHE 295, BIO 130
FCS 370	Apparel in Human Behavior and Culture	PSY 101 or PSY 103
FCS 375	Visual Presentation and Display	ART 102 and FCS 115 or ART 102 and FCS 130
FCS 380	Fashion Merchandising	FCS 130, CSC 122, and ACC 201
FCS 400	Flat Pattern Making	FCS 105

## Family and Consumer Sciences Courses with Prerequisites

continued

<u>Course #</u>	<u>Course Name</u>	<u>Prerequisite</u>
FCS 405	Textile Science	FCS 130 and four units of a laboratory science
FCS 415	Medical Nutrition Therapy	FCS 365, BIO 140
FCS 420	Child Development in the Family and Community	FCS 120 or FCS 150
FCS 425	Child Nutrition	FCS 225 or FCS 305
FCS 435	Food Service Production and Management	FCS 110
FCS 445	Catering	FCS 110
FCS 455	Food Science	FCS 110 and CHE 295
FCS 460	Administration and Supervision in Early Childhood Education	FCS 310
FCS 470	Practicum in Child Development	FCS 120, FCS 310 and consent of instructor
FCS 475	Internship in Child Development	FCS 120, Senior standing in the Department of FCS, and consent of department chair
FCS 480	Internship in Family and Consumer Sciences	Senior standing in the Department of FCS, and consent of department chair
FCS 490	Special Studies in Family and Consumer Sciences	Senior standing in the Department of FCS, and consent of department chair

## **Proposed Course Additions and Changes including Course Titles, Codes, Units and Descriptions**

### **FCS 101 (1) Introduction to Family and Consumer Sciences**

Overview and integration of the professional specializations within Family and Consumer Sciences. Faculty will introduce the wide array of options in each major and the career paths possible. Discussion will also address how each department specialty enhances the quality of life for individuals, families and communities.

### **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.

### **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.

### **FCS 200 (2) Introduction to Computer-Aided Design (CAD) in Interior Design**

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.

### **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, a typical 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. *Prerequisites: FCS 120 and FCS 150*

**FCS 230 (2) Personal and Consumer Financial Management**

Relationship of values, standards, motivations and goals to the allocation of resources and the personal and consumer decision-making process. Emphasis on standards for the selection of consumer goods, protection of the consumer and other conditions which influence individual and family management. Offered on a quad basis every semester.

**FCS 235 (3) Lighting and Furnishings**

Introduction to the principles of lighting design and practical application to project format. Evaluating quality of construction in furnishings and related residential equipment. *Prerequisite: FCS 115*

**FCS 240 (3) History of Costume**

Western costume from ancient civilization to the present including social, political, and economic forces that influenced development. Historic design influences on current Western fashion emphasized. Digital visual presentation required.

**FCS 290 (3) Fashion Retailing**

Examine highly competitive environments of traditional fashion retailers, value merchants, and rapidly expanding off-site retailers. Innovative ideas in both brick-and-mortar retailing and E-tailing emphasized.

**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 management, meal planning and meal service.

**FCS 303 (2) Cultural Foods**

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

**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. *Prerequisites: FCS 120 or FCS 150*

**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. To be taken in conjunction with FCS 330 Community Nutrition.

**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. *Prerequisite: FCS 115*

**FCS 375 (2) Visual Presentation and Display**

Fundamental principles and procedures for successful visual merchandising of fashion and home products in stores and media. Emphasis on applying creative techniques to enhance product salability, Laboratory. *Prerequisites: FCS 115 or FCS 130*

**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. *Prerequisites: FCS 290 and ACC 201*

**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.

**FCS 400 (3) Apparel Design**

Fundamentals of flat pattern are applied to the design and construction of fashion apparel. Computer Applications and Lab *Prerequisite: FCS 105*

**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. Lab *Prerequisites: FCS 115 or FCS 130*

**FCS 410 (3) Designing Residential Interiors**

Creative problem solving for residential spaces. Working with clients, examining design trends, and creating professional presentation emphasized. Lab *Prerequisites: FCS 115 and FCS 200*

**FCS 414 (2) Nutrition Education and Counseling Techniques**

Practical experience in techniques that will enhance patient/client communications for nutrition education. Discussion and application of counseling skills, adult learning, motivation theory, lesson planning and group communication techniques. Introduction to medical charting techniques, as well as the general nutrition care process.

**FCS 417 (1) Medical Nutrition Therapy Practicum**

Experience in nutrition care at the hospital level concurrently to enrollment in the FCS 415 Medical Nutrition Therapy lecture course. Class projects will come from dietetic professionals working in the clinical field.

**FCS 430 (3) Designing Commercial Interiors**

Creative problem solving for contract spaces. Emphasis on a variety of commercial spaces and creating professional presentation. Lab *Prerequisites: FCS 115 and FCS 200*

**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 2006-2007 *Prerequisite: FCS 110*

# Proposed Curriculum

## Child and Adolescent Development

### Lower Division Requirements

- FCS 120 Child and Adolescent Development (4)
- FCS 150 Human Development (3)
- FCS 101 Introduction to Family and Consumer Sciences (1)
- FCS 230 Personal and Consumer Financial Management (2)
- FCS 203 Infant and Toddler Development (3)
- FCS 201 Cultural Anthropology (3)

### Upper Division Requirements

- 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)
  - FCS 497 FCS Senior Seminar (2)
  - LIT 325 Children's Literature (3)
  - PSY 321 Abnormal Psychology (3)
- Plus any 12 units from below

### Select any twelve (12) units below

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

**CHILD and ADOLESCENT DEVELOPMENT**

**Lower Division Requirements – 16 Total units**

- \_\_\_ Family and Consumer Sciences 101<sup>(1)</sup>  
Intro to Family & Consumer Sciences
- \_\_\_ Family and Consumer Sciences 120<sup>(4)</sup>  
Child & Adolescent Development
- \_\_\_ Family and Consumer Sciences 150<sup>(3)</sup>  
Human Development
- \_\_\_ Family and Consumer Sciences 230<sup>(2)</sup>  
Personal & Family Finance
- \_\_\_ Family and Consumer Sciences 203<sup>(3)</sup>  
\* Infant & Toddler Development
- \_\_\_ Sociology 201<sup>(3)</sup>  
Cultural Anthropology

**NOTE:**

Students planning to teach in a self-contained elementary classroom must earn the Multiple Subjects Teaching Credential. The professional preparation sequences for credentialing is located in the Department of Teacher Education section of the catalog.

**Upper Division Requirements – 41 Total Units**

- \_\_\_ Family and Consumer Sciences 305<sup>(4)</sup>  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 313<sup>(2)</sup>  
\* Adolescent Development in the Family
- \_\_\_ Family and Consumer Sciences 315<sup>(3)</sup>  
Personal, Family & Community Health
- \_\_\_ Family and Consumer Sciences 355<sup>(3)</sup>  
Development of Special Needs Children
- \_\_\_ Family and Consumer Sciences 385<sup>(2)</sup>  
Family and Parenting
- \_\_\_ Family and Consumer Sciences 420<sup>(4)</sup>  
Child Dev. in the Family & Community
- \_\_\_ Family and Consumer Sciences 425<sup>(3)</sup>  
Child & Adolescent Nutrition
- \_\_\_ Family and Consumer Sciences 497<sup>(2)</sup>  
FCS Senior Seminar
- Literature 325<sup>(3)</sup>  
Children's Literature
- \_\_\_ Psychology 321<sup>(3)</sup>  
Abnormal Psychology
- \_\_\_ Plus any 12 units from below

Select any twelve (12) Upper Division units for the requirements below; choices are grouped by suggested professional tracts/ paths.

Multiple-Subjects/Elementary School Teaching

- Art 319<sup>(3)</sup>  
Education 304<sup>(3)</sup>
- Literature 325<sup>(3)</sup>**
- Music 341<sup>(3)</sup>  
Physical Education 308<sup>(3)</sup>
- Psychology 308<sup>(4)</sup>  
Psychology 409<sup>(4)</sup>

Unit Analysis

Major	57 units
General Education not in major	56 units
<b>Electives</b>	<b>15 units</b>
Units for Graduation	128 units

**NOTE:**

Units toward General Education requirements included in Child and Adolescent Development major: 9 units

**NOTE:**

All Child Development majors must be fingerprinted through Community Care Licensing to obtain Child Abuse Central Index Clearance for work with children, including the Early Childhood Center at Point Loma Nazarene University.

Children's Services/Child Life Specialist

- Family and Consumer Sciences 310<sup>(4)</sup>
- Family and Consumer Sciences 475<sup>(2-4)</sup>
- Social Work 340<sup>(3)</sup>
- Sociology 360<sup>(3)</sup>
- Psychology 325<sup>(4)</sup>

**NOTE:**

\* Courses Offered Alternate Years

Courses for Meeting General Education Requirements

1. Physical Fitness and Nutrition: FCS 315<sup>(3)</sup> will fulfill the non-activity requirement
2. The Fine Arts: ART 102<sup>(3)</sup> will meet the General Education requirement.
3. The Social World: SOC 201 will meet the General Education requirement
4. Philosophy: PHL 211 Ethics<sup>(3)</sup> will meet the General requirements.
5. Literature: LIT 325<sup>(3)</sup> will meet the General Education requirement.

EDU 460 Supervision and Administration in Early Childhood Education is necessary for those planning to direct preschools, day care and after-school programs.

FCS 470 Practicum in Child Development provides practical application of working with young children and guided teaching experiences in an Early Childhood Center. Child Development majors who plan to teach young children are strongly encouraged to include this in their program.



# CHILD and ADOLESCENT DEVELOPMENT FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

Freshman (31)	Sophomore (33)
<p><b><u>Fall (15)</u></b></p> <p>FCS 101 Introduction to Family and Consumer Sciences (1)            FCS 120 Intro to Child Development (4)            BIB 101 Old Testament History &amp; Religion (2)            COM 100 Communication Speech (3)            WRI 110 Freshman Composition (5)</p> <p><b><u>Spring (16)</u></b></p> <p>FCS 150 Human Development(3)            ART 102 Intro to Art (3)            BIB 102 New Testament History and Religion (3)            MUH 100 or TRE 101(2)            PE Activity (1)            PSY 101 Psychology of Personal Development (4)</p>	<p><b><u>Fall (17)</u></b></p> <p>FCS 203 Infant and Toddler (3)            BIO 103 Introduction to Biology(4)            HIS 110 World Civilizations I (3)            SOC 201 Cultural Anthropology(3)            SPA 101 Elementary Spanish I (4)</p> <p><b><u>Spring (16)</u></b></p> <p>FCS 230 Personal Resource Management (2)            HIS 111 World Civilizations II (3)            LIT 201, 202, or 203 (3)            PHY 103 Earth Science (4)            SPA 102 Elementary Spanish II (4)</p>
Junior (33)	Senior (31)
<p><b><u>Fall (16)</u></b></p> <p>FCS 305 Life Cycle Nutrition (4)            FCS 313 Adolescent Development (2)            CHU 395 The Christian Tradition (3)            PSY 321 Abnormal Psychology (3)            Elective (4)</p> <p><b><u>Spring (17)</u></b></p> <p>FCS 355 Development of Special Needs (3)            FCS 385 Family and Parenting (2)            MTH 303 Problem Solving (3)            PHL 211 Ethics(3)            Major Electives (3)            Elective (3)</p>	<p><b><u>Fall (16)</u></b></p> <p>FCS 315 Personal, Family &amp; Community Health (3)            FCS 497 Senior Seminar (2)            LIT 325 Children's Literature(3)            Major Electives (3)            Electives (5)</p> <p><b><u>Spring (15)</u></b></p> <p>FCS 420 Child Development in Family &amp; Com. (4)            FCS 425 Child and Adolescent Nutrition (3)            Major Electives (3)            Electives (5)</p>

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# Proposed Curriculum Dietetics

## Lower Division Requirements

FCS 101	Introduction to Family and 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 Management (2)
ACC 201	Principles of Financial Accounting (4)
BUS 212	Principles of Management (4)
BIO 130	Human Anatomy and Physiology I (4)
BIO 140	Human Anatomy and Physiology II (4)
BIO 210	Cell Biology and 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 I (5)
MTH 123	Elementary Functions (3)
MTH 201	Introduction to Statistics (3)
PHL 211	Ethics (3)
SOC 201	Cultural Anthropology (3)

## Upper Division Requirements

FCS 300	Food Economics (2)
FCS 303	Cultural Foods (2)
FCS 315	Personal, Family and Community Health (3)
FCS 330	Community Nutrition (3)
FCS 331	Community Nutrition Practicum (1)
FCS 335	Nutrition Research Through the Life Cycle (2)
FCS 414	Counseling/Education Techniques in Dietetics Setting
FCS 415	Medical Nutrition Therapy (4)
FCS 417	Medical Nutrition Therapy Practicum (1)
FCS 435	Food Service Production and Management (2)
FCS 450	Advanced Nutrition (3)
FCS 455	Food Science (2)
FCS 497	Family and Consumer Sciences Senior Seminar (2)

## ETICS

## Lower Division Requirements – 62 Units

___ Family and Consumer Sciences 101 <sup>(1)</sup> Intro to Family & Consumer Sciences	___ Biology 210 <sup>(4)</sup> Cell Biology and Biochemistry
___ Family and Consumer Sciences 110 <sup>(2)</sup> Fundamentals of Foods	___ Biology 130 <sup>(4)</sup> Human Anatomy and Physiology I
___ Family and Consumer Sciences 150 <sup>(2)</sup> Human Development	___ Biology 140 <sup>(4)</sup> Human Anatomy and Physiology II
___ Family and Consumer Sciences 225 <sup>(2)</sup> Fundamentals of Nutrition	___ Biology 220 <sup>(5)</sup> Microbiology of Infectious Diseases
___ Family and Consumer Sciences 230 <sup>(2)</sup> Personal & Consumer Financial Management	___ Chemistry 151 <sup>(1)</sup> General Chemistry Tutorial
___ Accounting 201 <sup>(4)</sup> Principles of Financial Accounting	___ Chemistry 152 <sup>(4)</sup> General Chemistry I
___ Business 212 <sup>(4)</sup> Principles of Management	___ Chemistry 153 <sup>(4)</sup> General Chemistry II
___ Mathematics 123 <sup>(2)</sup> Elementary Functions	___ Chemistry 295 <sup>(5)</sup> Organic Chemistry I
___ Mathematics 201 <sup>(2)</sup> Introduction to Statistics	___ Philosophy 211 <sup>(3)</sup> Ethics
___ Sociology 201 <sup>(3)</sup> Cultural Anthropology	

## Meeting General Education Requirements

1. Natural World: The Biology and Chemistry course work required for Dietetics major fulfills this general education requirement.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 will fulfill the non-activity requirement.
3. The Social World: Sociology 201<sup>(3)</sup> will fulfill this General Education requirement.
4. Philosophy: Philosophy 211<sup>(3)</sup> will fulfill this General Education requirement.

## Unit Analysis

Major  
General Education courses not included in major  
Electives

92 units  
39 units  
0 units

Units for Graduation

131 units

## Upper Division Requirements – 30 Units

___ Family and Consumer Sciences 300 <sup>(2)</sup> Food Economics and Management	___ Family and Consumer Sciences 415 <sup>(4)</sup> *Medical Nutrition Therapy
___ Family and Consumer Sciences 303 <sup>(2)</sup> Cultural Foods	___ Family and Consumer Sciences 417 <sup>(1)</sup> *Medical Nutrition Therapy Practicum
___ Family and Consumer Sciences 315 <sup>(3)</sup> Personal, Family Community Health	___ Family and Consumer Sciences 435 <sup>(2)</sup> *Food Service Production & Mgmt
___ Family and Consumer Sciences 330 <sup>(3)</sup> *Community Nutrition	___ Family and Consumer Sciences 450 <sup>(3)</sup> *Advanced Nutrition
___ Family and Consumer Sciences 331 <sup>(1)</sup> *Community Nutrition Practicum	___ Family and Consumer Sciences 455 <sup>(3)</sup> *Food Science
___ Family and Consumer Sciences 335 <sup>(2)</sup> *Nutrition Research Through the Life Cycle	___ Family and Consumer Sciences 497 <sup>(2)</sup> FCS Senior Seminar
___ Family and Consumer Sciences 414 <sup>(2)</sup> *Nutrition Education Counseling Techniques	

## NOTE:

Total General Education units included in the  
Dietetics major: 18 Units

## NOTE:

\*Courses offered alternate years

## Recommended Courses

FCS 305 Life Cycle Nutrition<sup>(4)</sup>  
FCS 340 Nutrition Issues for Women in Disease Prevention<sup>(2)</sup>  
BUS 332 Principles of Marketing<sup>(4)</sup>  
KPE 340 Physiology of Exercise<sup>(2)</sup>

## Please Note

This major requires 136 units to graduate, three more units than the traditional 128 units for graduation. Students are encouraged to take one or two courses in the summer to lighten their course load during the semester.

Student interested in becoming a Registered Dietitian should consult the American Dietetic Association (ADA) for specific information: The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Majors enrolled in the dietetics program will need further training by applying to an ADA approved four year institution for advanced graduate work or to an ADA accredited internship program to complete the ADA requirements.

# DIETETICS

## FOUR-YEAR ACADEMIC PLAN

131 Units for Graduation

<b>Freshman Year (33)</b>	<b>Sophomore Year (32)</b>
<p><b><u>Fall</u> (17)</b></p> <p>FCS101 Intro to Family &amp; Consumer Sciences(1)            FCS 110 Fundamentals of Food (2)            BIO 210 Cell Biology and Chemistry (4)            COM 100 Principles of Human Communication(3)            PED XX Activity (1)            PSY 101 Psychology of Personal Development(4)            XXXX Fine Arts (2)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 150 Human Development (3)            BIB 102 New Testament History &amp; Religion (3)            MTH 123 Elementary Functions (3)            WRI 110 Freshman Composition (5)            XXXX Fine Arts (2)</p>	<p><b><u>Fall</u> (16)</b></p> <p>ACC 201 Principles of Financial Accounting (4)            BIB 101 Old Testament History and Religion (2)            CHE 151 General Chemistry Tutorial (1)            CHE 152 General Chemistry (4)            LIT XX Great Works (2)            SOC 201 Cultural Anthropology (3)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 225 Fundamentals of Nutrition (3)            FCS 230 Personal &amp; Consumer Fin. Mgt. (2)            FCS 315 Personal, Family &amp; Com Health (3)            BUS 212 Principles of Management (4)            CHE 153 General Chemistry II (4)</p>
<b>Junior Year (34)</b>	<b>Senior Year (32)</b>
<p><b><u>Fall</u> (17)</b></p> <p>FCS 435 Food Production and Management (2)            BIO 130 Human Anatomy and Psychology I (4)            CHE 295 Organic Chemistry 1 (5)            CHU 395 Christ TradorTHE306Life of Holiness(3)            HIS 110 World Civilization (3)</p> <p><b><u>Spring</u> (17)</b></p> <p>FCS300 Food Economics and Management (2)            FCS 303 Cultural Foods(2)            FCS 450 Advanced Nutrition (3)            FCS455 Food Science (3)            BIO 140 Human Anatomy and Psychology II(4)            MTH 201 Introduction to Statistics (3)</p>	<p><b><u>Fall</u> (16)</b></p> <p>FCS 330 Community Nutrition (3)            FCS 331 Community Nutrition Practicum (1)            FCS 335 Nutrition Research (2)            FCS 414 Nutrition Education Counseling (2)            BIO 220 Microbiology of Infectious Diseases ( 5)            MTH 303 Problem Solving(3)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 415 Medical Nutrition Therapy (4)            FCS 417 Medical Nutrition Therapy Practicum (1)            FCS 497 FCS Senior Seminar (2)            HIS 111 World Civilizations II (3)            LITXXX Masterpieces (3)            PHL 211 Ethics (3)</p>

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# Proposed Curriculum Family and Consumer Sciences

## Lower Division Requirements

FCS 101	Introduction to Family & Consumer Sciences(1)
FCS 105	Apparel Construction (2)
FCS 110	Fundamentals of Food (2)
FCS 115	Fundamentals of Interior Design (3)
FCS 120	Child and Adolescent Development (4)
FCS 130	Fashion Industry (3)
FCS 150	Human Development (3)
FCS 220	Problems of Family Housing (2)
FCS 230	Personal & Consumer Financial Management (2)
CHE 103	Intro to General, Organic and Biological Chemistry(5)
PHL 211	Ethics (3)
SOC 201	Cultural Anthropology (3)

## Upper Division Requirements

FCS 305	Life Cycle Nutrition (4)
FCS 315	Personal, Family & Community Health (3)
FCS 300	Food Economics (2)
FCS 370	Apparel in Human Behavior & Culture (2)
FCS 385	Family and Parenting (2)
FCS 497	FCS Senior Seminar (2)

### Select twelve (12) units below

FCS 303	Cultural Foods (2)
FCS 310	Early Childhood Education (4)
FCS 340	Nutrition for Women's Well-Being (2)
FCS 405	Textile Sciences (2)
FCS 416	Secondary School Methods in FCS (2)
FCS 420	Child Development in Family & Community (4)
FCS 425	Child Nutrition (3)
FCS 435	Food Service Production & Management (2)
FCS 445	Catering (2)
FCS 460	Administration. & Supervision in Early Childhood Ed. (4)
FCS 480	FCS Internship (2)

## FAMILY and CONSUMER SCIENCES

## Lower Division Requirements – 33 Units

- \_\_\_ Family and Consumer Sciences 101<sup>(1)</sup>  
Introduction to FCS
- \_\_\_ Family and Consumer Sciences 105<sup>(2)</sup>  
Apparel Construction
- \_\_\_ Family and Consumer Sciences 110<sup>(2)</sup>  
Fundamentals of Food
- \_\_\_ Family and Consumer Sciences 115<sup>(3)</sup>  
\*Fundamentals of Interior Design
- \_\_\_ Family and Consumer Sciences 120<sup>(4)</sup>  
Child and Adolescent Development
- \_\_\_ Family and Consumer Sciences 130<sup>(3)</sup>  
\*Fashion Industry
- \_\_\_ Family and Consumer Sciences 150<sup>(3)</sup>  
Human Development

Secondary Education Teaching Credential

When taking the required courses for Consumer and Environmental Sciences (Concentration in Family and Consumer Sciences), general education, and secondary teaching credentialing, the student also will meet the requirements for the California Single Subject Teaching Credential for secondary education.

Meeting General Education Requirements

1. Natural World: Chemistry 103 will meet the physical science in this division.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 fulfills non-activity requirement in this division.
3. Social World: SOC 201 fulfills the requirement in this division.
4. Philosophy: PHL 211<sup>(3)</sup> fulfills the requirement in this division.

**Total General Education units within the Family and Consumer Science major: 14 Units**Unit Analysis

Major 60 units  
General Education units not included in the major 51 units  
Electives 17 units

Units for Graduation

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## Upper Division Requirements – 27 Units

- \_\_\_ Family and Consumer Sciences 305<sup>(4)</sup>  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315<sup>(3)</sup>  
Personal, Family & Community Health
- \_\_\_ Family and Consumer Sciences 300<sup>(2)</sup>  
Food Economics and Management
- Select twelve (12) Units below -----
- \_\_\_ Family and Consumer Sciences 303<sup>(2)</sup>  
Cultural Foods
- \_\_\_ Family and Consumer Sciences 310<sup>(4)</sup>  
Early Childhood Education
- \_\_\_ Family and Consumer Sciences 340<sup>(2)</sup>  
Nutrition for Women's Well-Being
- \_\_\_ Family and Consumer Sciences 405<sup>(2)</sup>  
Textile Sciences
- \_\_\_ Family and Consumer Sciences 416<sup>(2)</sup>  
Secondary School Methods in FCS
- \_\_\_ Family and Consumer Sciences 420<sup>(4)</sup>  
Child Dev. in Family & Community
- \_\_\_ Family and Consumer Sciences 370<sup>(2)</sup>  
\*Apparel in Human Behavior & Culture
- \_\_\_ Family and Consumer Sciences 385<sup>(2)</sup>  
Family and Parenting
- \_\_\_ Family and Consumer Sciences 497<sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Family and Consumer Sciences 425<sup>(3)</sup>  
Child Nutrition
- \_\_\_ Family and Consumer Sciences 435<sup>(2)</sup>  
\*Food Service Prod. & Mgmt
- \_\_\_ Family and Consumer Sciences 445<sup>(2)</sup>  
\*Catering
- \_\_\_ Family and Consumer Sciences 460<sup>(4)</sup>  
Admin & Supervision in Early Childhood Education
- \_\_\_ Family and Consumer Sciences 480<sup>(2)</sup>  
FCS Internship

NOTE:

\* Courses offered on alternate years

Recommended Elective Courses

- \* FCS 240 History of Costume<sup>(2)</sup>
- FCS 225 Fundamentals of Nutrition<sup>(3)</sup>
- \* FCS 235 Lighting and Furnishings<sup>(3)</sup>
- \* FCS Fashion Retailing<sup>(3)</sup>

## FAMILY AND CONSUMER SCIENCES FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

<b>Freshman (30)</b>	<b>Sophomore (34)</b>
<p><b>Fall (15)</b></p> <p>FCS 101 Introduction to FCS (1)            FCS 110 Fundamentals of Food (2)            BIB 101 Old Testament History &amp; Religion (2)            PE Activity (1)            PSY 101 Psychology (4)            WRI 110 Freshman Composition (5)</p> <p><b>Spring (15)</b></p> <p>FCS 105 Apparel Construction (2)            ACC 201 Accounting (4)            ART 102 Fundamentals of Art (3)            BIB 102 New Testament History and Religion (3)            COM 100 Communication Speech (3)</p>	<p><b>Fall (17)</b></p> <p>FCS 115 Fundamentals of Interior Design (3)            FCS 305 Life Cycle Nutrition (4)            HIS 110 World Civilizations I (3)            SOC 201 Cultural Anthropology (3)            XXX Foreign Language I (4)</p> <p><b>Spring (17)</b></p> <p>FCS 150 Human Development (3)            FCS 130 Fashion Industry (3)            CHEM 103 Intro to General, Organic &amp; Biological Chemistry (5)            MUH 100 or TRE 101 (2)            XXX Foreign Language II (4)</p>
<b>Junior (34)</b>	<b>Senior (30)</b>
<p><b>Fall (17)</b></p> <p>FCS 220 Problems of Family Housing (2)            FCS 120 Child &amp; Adolescent Development (4)            BIO XXX Biology (without lab) (4)            PHL 211 Ethics (3)</p> <p><b>Spring (17)</b></p> <p>FCS XX Electives (4)            FCS 230 Personal &amp; Consumer Financial Mgt (2)            CHU 395 The Christian Tradition (3)            HIS 111 World Civilizations II (3)            LIT 205, 206, 207 or 208(2)            MTH 303 Problem Solving (3)</p>	<p><b>Fall (16)</b></p> <p>FCS XX FCS Electives (4)            FCS 315 Personal, Family &amp; Community Health (3)            FCS 300 Food Economics and Management (2)            FCS 305 Life Cycle Nutrition (4)            LIT 201, 202, or 203 (3)</p> <p><b>Spring (14)</b></p> <p>FCS XX FCS Electives (4)            FCS 370 Apparel in Human Behavior &amp; Culture (2)            FCS 385 Family and Parenting (2)            FCS 497 Senior Seminar (2)            Electives (4)            Recommend FCS Internship</p>

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# Proposed Curriculum Family Life Services

## Lower Division Requirements

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)
PSY 103	General Psychology (3)
SOC 101	Introduction to Sociology (3)
SOC 201	Cultural Anthropology (3)

## Upper Division Requirements

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 340	Nutrition of Women's Well-Being(2)
FCS 385	Family and Parenting (2)
FCS 420	Child Development in the Family and Community (4)
FCS 480	Family and Consumer Sciences Internship (2 - 4)
FCS 497	Family and Consumer Sciences Senior Seminar (2)
PSY 321	Abnormal Psychology (3)
PSY 325	Clinical and Community Intervention (4)
SOC 316	Sociology of Aging (3)
SOC 360	Ethnic and Status Groups (3)



## FAMILY LIFE SERVICES

## Lower Division Requirements – 19 Units

- \_\_\_ Family and Consumer Sciences 101<sup>(1)</sup>  
Intro to Family & Consumer Sciences
- \_\_\_ Philosophy 211<sup>(3)</sup>  
Ethics
- \_\_\_ Psychology 103<sup>(3)</sup>  
General Psychology
- \_\_\_ Sociology 201<sup>(3)</sup>  
Cultural Anthropology
- \_\_\_ Family and Consumer Sciences 150<sup>(3)</sup>  
Human Development
- \_\_\_ Family and Consumer Sciences 220<sup>(2)</sup>  
\*Problems of Family Housing
- \_\_\_ Family and Consumer Sciences 230<sup>(2)</sup>  
Personal and Consumer Financial  
Management

**NOTE:**

\* Courses offered alternate years

## Upper Division Requirements – 36 Units

- \_\_\_ Family and Consumer Sciences 300<sup>(2)</sup>  
Food Economics and Management
- \_\_\_ Family and Consumer Sciences 303<sup>(2)</sup>  
Cultural Foods
- \_\_\_ Family and Consumer Sciences 305<sup>(4)</sup>  
Life Cycle Nutrition
- \_\_\_ Family and Consumer Sciences 315<sup>(2)</sup>  
Personal, Family & community Health
- \_\_\_ Family and Consumer Sciences 340<sup>(2)</sup>  
Nutrition of Women's Well-Being
- \_\_\_ Family and Consumer Sciences 385<sup>(2)</sup>  
Family and Parenting
- \_\_\_ Family and Consumer Sciences 420<sup>(4)</sup>  
Child Development in the Family and  
Community
- \_\_\_ Family and Consumer Sciences 480<sup>(2)</sup>  
FCS Internship
- \_\_\_ Family and Consumer Sciences 497<sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Psychology 321<sup>(3)</sup>  
Abnormal Psychology
- \_\_\_ Psychology 325<sup>(4)</sup>  
Clinical and Community Intervention
- \_\_\_ Sociology 316<sup>(3)</sup>  
\*Sociology of Aging
- \_\_\_ Sociology 360<sup>(2)</sup>  
Ethnic and Status Groups

Meeting General Education Requirements

- Physical Fitness and Nutrition: Family and Consumer Sciences 315 will fulfill the non-activity requirements in this division.
- The Social World: Sociology 201 will fulfill this General Education requirement.
- Philosophy: Philosophy 211 will fulfill the requirement in this division.

Units toward General Education requirements included in the Family Life Services major: 9 units

Unit Analysis

Major 55 units  
General Education not included in major 55 units  
Electives 18 units

Units for Graduation 128 units

Recommended Elective Courses

MTH 203 Intro to Statistics<sup>(3)</sup>  
PSY 341 Group Counseling<sup>(3)</sup>  
PSY 360 Human Sexuality<sup>(2)</sup>  
SOC 314 Juvenile Delinquency<sup>(3)</sup>  
SOC 320 Social Psychology<sup>(2)</sup>  
SOC 350 Urban Sociology<sup>(2)</sup>  
SWK 340 Child Welfare<sup>(3)</sup>

Recommended Minors

Child Development  
Nutrition  
Pre-Therapeutic Psychology  
Children's Ministry  
Youth Ministry

# FAMILY LIFE SERVICES FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

Freshman (31)	Sophomore (32)
<p><b><u>Fall</u> (14)</b></p> <p>FCS 101 Introduction to FCS (1)            FCS 110 Fundamentals of Food (2)            BIB 101 Old Testament History &amp; Religion (2)            PSY 101 Psychology (4)            WRI 110 Freshman Composition (5)</p> <p><b><u>Spring</u> (15)</b></p> <p>FCS 150 Human Development (3)            BIB 102 New Testament History and Religion (3)            COM 100 Communication Speech (3)            PE XX Activity (1)            PSY 103 General Psychology (3)            XXX Fine Arts (2)</p>	<p><b><u>Fall</u> (16)</b></p> <p>FCS 220 Problem of Family Housing (2)            FCS 230 Personal &amp; Cons Financial Mgt (2)            HIS 110 World Civilizations I (3)            LIT XX Great Works (2)            SOC 201 Cultural Anthropology (3)            XXXXX Foreign Language I (4)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 340 Nutrition for Women's Well-Being (2)            CHEM 101 Chemistry in Society (no lab) (4)            HIS 111 World Civilizations II (3)            PSY 103 General Psychology (3)            XXXX Foreign Language II (4)</p>
Junior (34)	Senior (31)
<p><b><u>Fall</u> (17)</b></p> <p>FCS 300 Food Economics and Management (2)            FCS 305 Life Cycle Nutrition (4)            FCS 385 Family and Parenting(2)            BIO XX Biology with a Lab (lab) (4)            PSY 321 Abnormal Psychology(3)            XXXXX Fine Arts (2)</p> <p><b><u>Spring</u> (17)</b></p> <p>FCS 303 Cultural Foods (2)            FCS 315 Personal, Family &amp;Community Health (3)            CHU 395 The Christian Tradition (3)            LIT XX Masterpiece (3)            MTH 303 Problem Solving (3)            Electives (4)</p>	<p><b><u>Fall</u> (15)</b></p> <p>FCS 480 Family &amp; Con. Sciences Internship (2)            PHL 211 Ethics (3)            PSY 325 Clinical &amp; Community Interventions (3)            SOC 360 Ethnic and Status Groups (3)            Electives (4)</p> <p><b><u>Spring</u> 16)</b></p> <p>FCS 420 Child Dev. In Family and Community (4)            FCS 497 Senior Seminar (2)            SOC 316 Sociology of Aging (3)            Electives (7)</p>

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# Proposed Curriculum Fashion Merchandising

## Lower Division Requirements

FCS 101	Introduction to Family and Consumer Sciences (1)
FCS 105	Apparel Construction (2)
FCS 130	Fashion Industry (3)
FCS 150	Human Development (3)
FCS 230	Personal and Consumer Financial Management (2)
FCS 240	History of Costume (3)
FCS 290	Fashion Retailing (3)
ACC201	Principle of Financial Accounting I (4)
ART102	Fundamentals of Art (3)
BUS212	Principles of Management (4)
ECO102	Principles of Economics II (3)
PHL 211	Ethics(3)

## Upper Division Requirements

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

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## FASHION MERCHANDISING

## Lower Division Requirements – 34 units

___ Family and Consumer Sciences 101 <sup>(1)</sup> Introduction to FCS	___ Accounting 201 <sup>(4)</sup> Principles of Financial Accounting I
___ Family and Consumer Sciences 105 <sup>(2)</sup> Apparel Construction	___ Art 102 <sup>(3)</sup> Fundamentals of Art
___ Family and Consumer Sciences 130 <sup>(2)</sup> Fashion Industry	___ Business 212 <sup>(4)</sup> Principles of Management
___ Family and Consumer Sciences 150 <sup>(3)</sup> Human Development	___ Economics 102 <sup>(3)</sup> Principles of Economics II
___ Family and Consumer Sciences 230 <sup>(2)</sup> Personal & Consumer Financial Mgt	___ Philosophy 211 <sup>(3)</sup> Ethics
___ Family and Consumer Sciences 240 <sup>(3)</sup> *History of Costume	
___ Family and Consumer Sciences 290 <sup>(3)</sup> *Fashion Retailing	

## Upper Division Requirements – 22 Units

___ Family and Consumer Sciences 315 <sup>(2)</sup> Personal, Family Community Health	___ Family and Consumer Sciences 405 <sup>(2)</sup> Textile Science
___ Family and Consumer Sciences 370 <sup>(2)</sup> *Apparel in Human Behavior & Culture	___ Family and Consumer Sciences 497 <sup>(2)</sup> FCS Senior Seminar
___ Family and Consumer Sciences 375 <sup>(2)</sup> Visual Presentation and Display	___ Business 332 <sup>(4)</sup> Principles of Marketing
___ Family and Consumer Sciences 390 <sup>(3)</sup> *Fashion Buying	
___ Family and Consumer Sciences 400 <sup>(3)</sup> Apparel Design	

## NOTE:

\*Courses offered alternate years

Meeting General Education Requirements

1. Physical Fitness and Nutrition: Family and Consumer Sciences 315<sup>(3)</sup> will fulfill the non-activity requirement in this division.
2. The Social World: Economics 102<sup>(3)</sup> will fulfill this General Education requirement.
3. The Fine Arts: Art 102<sup>(3)</sup> will partially fulfill this General Education requirement.
4. Philosophy: Philosophy 211<sup>(3)</sup> will fulfill this General Education requirement.

Units toward General Education requirements included in the Fashion Merchandising Major: 12 units

Unit Analysis

Major	56 units
General Education not included in major	53 units
Electives	19 units
Units for Graduation	128 units

2007

7/19/2007

Recommended Elective Courses

FCS 480 FCS Internship<sup>(2-4)</sup>  
 FCS 200 Intro to AutoCAD<sup>(2)</sup>  
 ART 115 Drawing I (3)  
 ART 203 Graphic Design I<sup>(3)</sup>  
 ART 215 Introduction to Computer Graphics<sup>(3)</sup>  
 ART 300 History of Western Art I<sup>(4)</sup>  
 ART 301 History of Western Art II<sup>(4)</sup>  
 ART 302 Twentieth Century Art<sup>(3)</sup>  
 SOC 201 Cultural Anthropology<sup>(3)</sup>

Business Administration Minor

Complete 12 units of upper division business courses distinctly different from your Fashion Merchandising Major courses

Recommended Business Courses

BUS 301 Legal Environment of Business<sup>(4)</sup>  
 BUS 334 Professional Selling & Sales Mgmt<sup>(4)</sup>  
 BUS 336 Advertising and Promotion Mgmt<sup>(4)</sup>  
 BUS 382 Entrepreneurship<sup>(2)</sup>  
 BUS 480 International Business<sup>(4)</sup>  
 BUS 486 Small Business Institute<sup>(2)</sup>

## FASHION MERCHANDISING FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

<b>Freshman (31)</b>	<b>Sophomore (34)</b>
<p><b><u>Fall (15)</u></b></p> <p>FCS 101 Introduction to FCS (1)            FCS 130 Fashion Industry (3)            BIB 101 Old Testament History &amp; Religion (2)            PSY 101 Psychology (4)            WRI 110 Freshman Composition (5)</p> <p><b><u>Spring (16)</u></b></p> <p>FCS 105 Apparel Construction (2)            ACC 201 Accounting (4)            ART 102 Fundamentals of Art (3)            BIB 102 New Testament History and Religion (3)            COM 100 Communication Speech (3)            PE Activity (1)</p>	<p><b><u>Fall (17)</u></b></p> <p>FCS 290 Fashion Retailing (3)            BUS 212 Principles of Management (4)            ECO 102 Principles of Economics II (3)            HIS 110 World Civilizations I (3)            SPA 101 Elementary Spanish I (4)</p> <p><b><u>Spring (17)</u></b></p> <p>FCS 150 Human Development (3)            FCS 240 History of Costume (3)            CHEM 101 Chemistry in Society (no lab) (4)            HIS 111 World Civilizations II (3)            SPA 102 Elementary Spanish II (4)</p>
<b>Junior (33)</b>	<b>Senior (30)</b>
<p><b><u>Fall (17)</u></b></p> <p>FCS 390 Fashion Buying (3)            BUS 332 Principles of Marketing (4)            PHL 211 Ethics (3)            PSC 110 Physical Science (lab) (4)            Electives (4)</p> <p><b><u>Spring (16)</u></b></p> <p>FCS 230 Personal &amp; Consumer Financial Mgt (2)            CHU 395 The Christian Tradition (3)            LIT 205, 206, 207 or 208(2)            MTH 303 Problem Solving (3)            MUH 100 or TRE 101 (2)            Electives (4)</p>	<p><b><u>Fall (15)</u></b></p> <p>FCS 315 Personal, Family &amp; Community Health (3)            FCS 375 Visual Presentation &amp; Display (2)            FCS 405 Textile Science (3)            LIT 201, 202, or 203 (3)            Electives (4)</p> <p><b><u>Spring (15)</u></b></p> <p>FCS 370 Apparel in Human Behavior &amp; Culture (2)            FCS 400 Apparel Design (3)            FCS 497 Senior Seminar (2)            Electives (8)                Recommend FCS Internship</p>

2007

# Proposed Curriculum

## Food Service Management

### Lower Division Requirements

FCS 101	Introduction to Family and 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 Management (2)
ACC 201	Principles of Financial Accounting (4)
CHE103	Intro to General, Organic & Biochemical Chem. (5)
ECO 102	Principles of Economics II (3)
PHL 211	Ethics (3)

### Upper Division Requirements

FCS 315	Personal, Family and Community Health (3)
FCS 300	Food Economics and Management (2)
FCS 303	Cultural Foods (2)
FCS 435	Food Service Production and Management (2)
FCS 445	Catering (2)
FCS 480	Family and Consumer Sciences Internship (2)
FCS 497	Family and Consumer Sciences Senior Seminar (2)
BUS 212	Principles of Management (4)
BUS 332	Principles of Marketing (4)
BUS 334	Professional Selling and Sales Management (4)
BUS 336	Advertising and Promotion Management (4)
BUS 382	Entrepreneurship (2)

Name

ID #

## FOOD SERVICE MANAGEMENT

## Lower Division Requirements – 26 units

\_\_\_ Family and Consumer Sciences 101 <sup>(1)</sup>  
Intro to Family & Consumer Sciences

\_\_\_ Accounting 201 <sup>(4)</sup>  
Principles of Financial Accounting

\_\_\_ Chemistry 103 <sup>(5)</sup>  
Intro to General, Organic & Biochemical Chem.

\_\_\_ Economics 102 <sup>(2)</sup>  
Principles of Economics II

\_\_\_ Family and Consumer Sciences 150 <sup>(3)</sup>  
Human Development

\_\_\_ Family and Consumer Sciences 230 <sup>(2)</sup>  
Personal & Consumer Financial Management

\_\_\_ Family and Consumer Sciences 225 <sup>(6)</sup>  
Fundamental of Nutrition

## Upper Division Requirements – 33 Units

\_\_\_ Family and Consumer Sciences 315 <sup>(3)</sup>  
Personal, Family Community Health

\_\_\_ Business 212 <sup>(4)</sup>  
Principles of Management

\_\_\_ Family and Consumer Sciences 300 <sup>(2)</sup>  
Food Economics and Management

\_\_\_ Business 332 <sup>(4)</sup>  
Principles of Marketing

\_\_\_ Family and Consumer Sciences 303 <sup>(2)</sup>  
Cultural Foods

\_\_\_ Business 334 <sup>(4)</sup>  
Professional Selling & Sales Mgmt

\_\_\_ Family and Consumer Sciences 435 <sup>(2)</sup>  
\*Food Service Production and Management

\_\_\_ Business 336 <sup>(4)</sup>  
Advertising and Promotion Mgmt

\_\_\_ Family and Consumer Sciences 445 <sup>(2)</sup>  
\*Catering

\_\_\_ Business 382 <sup>(2)</sup>  
Entrepreneurship

\_\_\_ Family and Consumer Sciences 480 <sup>(2)</sup>  
FCS Internship

\_\_\_ Business 382 <sup>(2)</sup>  
Entrepreneurship

\_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar

**NOTE:**

\* Courses offered alternate years

**Meeting General Education Requirements**

1. Natural World: Chemistry 103 will meet the science course without a lab in this division.
2. Physical Fitness and Nutrition: Family and Consumer Sciences 315 will fulfill the non-activity requirement in this division.
3. The Social World: Economics 102 will fulfill this General Education requirement in this division.
4. Philosophy: Philosophy 211 will fulfill this General Education requirement in this division.

Units toward General Education requirements included in the Food Service Management major: 14 units

**Unit Analysis**

Major 59 units  
General Education not included in major 51 units  
Electives 18 units

Units for Graduation 128 units

**Recommended Elective Courses**

FCS 340 Women: Nutrition Issues in Disease Prevent <sup>(2)</sup>  
COM 220 Small Group Communication <sup>(3)</sup>  
COM 340 Organization Communication <sup>(3)</sup>  
PSY 320 Social Psychology <sup>(3)</sup>  
SOC 201 Cultural Anthropology <sup>(3)</sup>

**Business Administration Minor**

Complete 12 units of upper division business courses distinctly different from your Food Service Management courses.

**Recommended Business Courses**

BUS 301 Legal Environment of Business <sup>(4)</sup>  
BUS 412 Leadership <sup>(4)</sup>  
BUS 480 International Business <sup>(4)</sup>  
BUS 486 Small Business Institute <sup>(2)</sup>

# FOOD SERVICE MANAGEMENT FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

Freshman Year (30)	Sophomore Year (33)
<p><b><u>Fall</u> (15)</b></p> <p>FCS 101 Introduction to Family &amp; Consumer Sciences(1)            FCS 110 Fundamentals of Food (2)            BIB 101 Old Testament History and Religion (2)            BIO 110 Cell Biology and Chemistry (4)            PSY 101 Psychology of Personal Development (4)            XXXX Fine Arts (2)</p> <p><b><u>Spring</u> (15)</b></p> <p>FCS 150 Human Development (3)            ACC 201 Principles of Financial Accounting (4)            BIB 102 New Testament History and Religion (3)            WRI 110 Freshman Composition (5)</p>	<p><b><u>Fall</u> (17)</b></p> <p>BUS 212 Principles of Management (4)            CHE 103 Intro to General, Organic, Biochemical Chemistry (5)            COM 100 Principles of Human Communication (3)            ECO 102 Principles of Economics II (3)            LIT XX Great Works(2)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 225 Fundamentals of Nutrition (3)            FCS 300 Food Economics and Management (2)            FCS 315 Personal, Family, &amp; Community Health (3)            HIS 110 World Civilization I (3)            Elective (3)            XXXX Fine Arts (2)</p>
Junior Year (33)	Senior Year (32)
<p><b><u>Fall</u> (16)</b></p> <p>FCS 435 Food Service Production &amp; Mgmt (2)            BUS 332 Principles of Marketing (4)            CHU395 Christian Trad <i>or</i> THE 306 Life of Holiness (3)            LIT XXX Masterpieces (3)            PED XX Physical Activity (1)            Elective (3)</p> <p><b><u>Spring</u> (17)</b></p> <p>FCS 303 Food Economics and Management (2)            FCS 445 Catering (2)            BUS 334 Professional Selling &amp; Sales Mgmt (4)            PHL 211 Ethics (3)            Elective (3)            Elective (3)</p>	<p><b><u>Fall</u> (16)</b></p> <p>FCS 480 FCS Internship (2)            BUS 336 Advertising &amp; Promotion Mgmt (4)            MTH 303 Problem Solving (3)            XXXX Foreign Lang (4)            Elective (3)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 230 Personal &amp; Consumer Financial Management (2)            FCS 497 FCS Senior Seminar (2)            BUS 382 Entrepreneurship (2)            HIS 111 World Civilizations II (3)            XXXX Foreign Lang (4)            Elective (3)</p>



# Proposed Curriculum Interior Design

## Lower Division Requirements

FCS 101	Introduction to Family and Consumer Sciences (1)
FCS 115	Introduction to Interior Design (3)
FCS 150	Human Development (3)
FCS 200	Introduction to CAD (2)
FCS 220	Problems of Family Housing (2)
FCS 230	Personal and Consumer Financial Management (2)
FCS 235	Lighting and Furnishings (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	Ethnics (3)
PSC 110	Physical Science (lab) (4)

## Upper Division Requirements

FCS 315	Personal, Family and Community Health (3)
FCS 345	Materials and Resources (3)
FCS 375	Visual Presentation and Display (2)
FCS 395	History of Design in Furniture and Interiors (3)
FCS 405	Textile Science (3)
FCS 410	Designing Residential Environments (3)
FCS 430	Designing Commercial Environments (3)
FCS 497	Family and Consumer Sciences Senior Seminar (2)
BUS 332	Principles of Marketing (4)

## INTERIOR DESIGN

## Lower Division Requirements – 37 units

- \_\_\_ Family and Consumer Sciences 101 <sup>(1)</sup>  
\*Introduction to FCS
- \_\_\_ Family and Consumer Sciences 115 <sup>(2)</sup>  
Introduction to Interior Design
- \_\_\_ Family and Consumer Sciences 150 <sup>(3)</sup>  
Human Development
- \_\_\_ Family and Consumer Sciences 200 <sup>(2)</sup>  
Introduction to CAD
- \_\_\_ Family and Consumer Sciences 220 <sup>(2)</sup>  
\*Problems of Family Housing
- \_\_\_ Family and Consumer Sciences 230 <sup>(2)</sup>  
Personal & Family Finance
- \_\_\_ Family and Consumer Sciences 235 <sup>(3)</sup>  
\*Lighting & Furnishings
- \_\_\_ Accounting 201 <sup>(4)</sup>  
Principles of Financial Accounting
- \_\_\_ Art 102 <sup>(2)</sup>  
Fundamentals of Art
- \_\_\_ Business 212 <sup>(4)</sup>  
Principles of Management
- \_\_\_ Economics 102 <sup>(3)</sup>  
Principles of Economics II
- \_\_\_ Philosophy 211 <sup>(2)</sup>  
Ethics
- \_\_\_ Physical Science 110 <sup>(4)</sup>  
Physical Science (lab)

## Upper Division Requirements – 26 Units

- \_\_\_ Family and Consumer Sciences 315 <sup>(3)</sup>  
Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 345 <sup>(3)</sup>  
\*Materials & Resources
- \_\_\_ Family and Consumer Sciences 375 <sup>(2)</sup>  
Visual Presentation & Display
- \_\_\_ Family and Consumer Sciences 395 <sup>(3)</sup>  
\*History of Design in Furniture  
& Interiors
- \_\_\_ Family and Consumer Sciences 405 <sup>(3)</sup>  
Textile Science
- \_\_\_ Family and Consumer Sciences 410 <sup>(3)</sup>  
\*Designing Residential Environments
- \_\_\_ Family and Consumer Sciences 430 <sup>(3)</sup>  
\*Designing Commercial Environments
- \_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Business 332 <sup>(4)</sup>  
Principles of Marketing

## NOTE:

\*Courses offered alternate years

Meeting General Education Requirements

- Physical Fitness and Nutrition: Family and Consumer Sciences 315 <sup>(3)</sup> will fulfill the non-activity requirement in this division.
- The Social World: Economics 102 <sup>(3)</sup> will fulfill this General Education requirement.
- The Fine Arts: Art 102 <sup>(2)</sup> will fulfill this General Education requirement.
- Philosophy: Philosophy 211 <sup>(2)</sup> will fulfill this General Education requirement.
- The Natural World: Physical Science 110 <sup>(4)</sup> will partially fulfill this requirement including the lab.

Units toward General Education requirements included in the Interior Design Major: 16 units

Unit Analysis

Major 63 units  
General Education not included in major 49 units  
Electives 16 units  
Units for Graduation 128 units

Recommended Elective Courses

- FCS 480 FCS Internship <sup>(2-4)</sup>
- ART 115 Drawing I <sup>(3)</sup>
- ART 203 Graphic Design I <sup>(3)</sup>
- ART 215 Introduction to Computer Graphics <sup>(3)</sup>
- ART 300 History of Western Art I <sup>(4)</sup>
- ART 301 History of Western Art II <sup>(4)</sup>
- ART 302 Twentieth Century Art <sup>(3)</sup>
- SOC 201 Cultural Anthropology <sup>(3)</sup>

Business Administration Minor

Complete 12 units of upper division business courses distinctly different from your Interior Design Major courses

Recommended Business Courses

- BUS 301 Legal Environment of Business <sup>(4)</sup>
- BUS 334 Professional Selling & Sales Mgmt <sup>(4)</sup>
- BUS 336 Advertising and Promotion Mgmt <sup>(4)</sup>
- BUS 340 Real Estate Principles & Practices <sup>(4)</sup>
- BUS 382 Entrepreneurship <sup>(2)</sup>
- BUS 486 Small Business Institute <sup>(2)</sup>

# INTERIOR DESIGN FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

<b>Freshman (31)</b>	<b>Sophomore (34)</b>
<p><b><u>Fall (15)</u></b></p> <p>FCS 101 Introduction to FCS (1)            FCS 115 Introduction to Interior Design (3)            BIB 101 Old Testament History &amp; Religion (2)            PSY 101 Psychology (4)            WRI 110 Freshman Composition (5)</p> <p><b><u>Spring (16)</u></b></p> <p>FCS 200 Introduction to CAD (2)            ACC 201 Accounting (4)            ART 102 Fundamentals of Art (3)            BIB 102 New Testament History and Religion (3)            COM 100 Communication Speech (3)            PE Activity (1)</p>	<p><b><u>Fall (17)</u></b></p> <p>FCS 220 Problems of Family Housing (2)            BUS 212 Principles of Management (4)            CHEM 101 Chemistry in Society (no lab) (4)            HIS 110 World Civilizations I (3)            SPA 101 Elementary Spanish I (4)</p> <p><b><u>Spring (17)</u></b></p> <p>FCS 235 Lighting &amp; Furnishings (3)            ECO 102 Principles of Economics II (3)            HIS 111 World Civilizations II (3)            SPA 102 Elementary Spanish II (4)            PSC 110 Physical Science (lab) (4)</p>
<b>Junior (34)</b>	<b>Senior (29)</b>
<p><b><u>Fall (17)</u></b></p> <p>FCS 150 Human Development (3)            FCS 345 Materials &amp; Resources (3)            FCS 375 Visual Presentation &amp; Display (2)            BUS 332 Principles of Marketing (4)            CHU 395 The Christian Tradition (3)            MUH 100 or TRE 101 (2)</p> <p><b><u>Spring (17)</u></b></p> <p>FCS 230 Personal &amp; Consumer Financial Mgt (2)            FCS 395 History of Design in Furn &amp; Interiors (3)            LIT 205, 206, 207 or 208(2)            MTH 303 Problem Solving (3)            PHL 211 Ethics (3)            Electives (4)</p>	<p><b><u>Fall (16)</u></b></p> <p>FCS 315 Personal, Family &amp; Community Health (3)            FCS 405 Textile Science (3)            FCS 410 Designing Residential Interiors (3)            LIT 201, 202, or 203 (3)            Electives (4)</p> <p><b><u>Spring (14)</u></b></p> <p>FCS 430 Designing Commercial Interiors (3)            FCS 497 Senior Seminar (2)            Electives (8)            Recommend FCS Internship</p>

2007

# Proposed Curriculum Nutrition and Health

## Lower Division Requirements

FCS 101	Introduction to Family and 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 and Management (2)
BIO 130	Human Anatomy and Physiology I (4)
BIO 140	Human Anatomy and Physiology II (4)
CHE 103	Intro to General, Organic and Biological Chemistry (5)
MTH 201	Introduction to Statistics (3)
PHL 211	Ethics (3)
SOC 201	Cultural Anthropology (3)

## Upper Division Requirements

FCS 315	Personal, Family and Community Health (3)
FCS 325	Cultural Foods (2)
FCS 327	Food Economics and Management (2)
FCS 330	Community Nutrition (3)
FCS 331	Community Nutrition Practicum (1)
FCS 335	Nutrition Research Through the Life Cycle (2)
FCS 340	Nutrition of Women's Well-Being (2)
FCS 414	Counseling and Education in Dietetic Settings (2)
FCS 435	Food Service Production & Management (2)
FCS 497	Family and Consumer Sciences Senior Seminar (2)

Name

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NUTRITION and HEALTH

Lower Division Requirements -- 33 units

- \_\_\_ Family and Consumer Sciences 101 <sup>(1)</sup>  
Intro to Family & Consumer Sciences
- \_\_\_ Biology 130 <sup>(4)</sup>  
Human Anatomy and Physiology I
- \_\_\_ Family and Consumer Sciences 110 <sup>(2)</sup>  
Fundamentals of Food
- \_\_\_ Biology 140 <sup>(4)</sup>  
Human Anatomy and Physiology II
- \_\_\_ Family and Consumer Sciences 150 <sup>(3)</sup>  
Human Development
- \_\_\_ Chemistry 103 <sup>(6)</sup>  
Intro to General, Organic & Biological Chem
- \_\_\_ Family and Consumer Sciences 225 <sup>(3)</sup>  
Fundamentals of Nutrition
- \_\_\_ Mathematics 201 <sup>(3)</sup>  
Introduction to Statistics
- \_\_\_ Family and Consumer Sciences 230 <sup>(2)</sup>  
Personal and Consumer Financial and Management
- \_\_\_ Philosophy <sup>(3)</sup>  
Ethics
- \_\_\_ Sociology 201 <sup>(3)</sup>  
Cultural Anthropology

Upper Division Requirements -- 21 Units

- \_\_\_ Family and Consumer Sciences 315 <sup>(3)</sup>  
Personal, Family Community Health
- \_\_\_ Family and Consumer Sciences 340 <sup>(2)</sup>  
Nutrition of Women's Well-Being
- \_\_\_ Family and Consumer Sciences 325 <sup>(2)</sup>  
Cultural Foods
- \_\_\_ Family and Consumer Sciences 414 <sup>(2)</sup>  
\*Nutrition Education and Counseling Techniques
- \_\_\_ Family and Consumer Sciences 327 <sup>(2)</sup>  
Food Economics and Management
- \_\_\_ Family and Consumer Sciences 425 <sup>(3)</sup>  
Child and Adolescent Nutrition
- \_\_\_ Family and Consumer Sciences 330 <sup>(3)</sup>  
\*Community Nutrition
- \_\_\_ Family and Consumer Sciences 435 <sup>(2)</sup>  
\*Food Service Production & Mgmt
- \_\_\_ Family and Consumer Sciences 331 <sup>(1)</sup>  
\*Community Nutrition Practicum
- \_\_\_ Family and Consumer Sciences 497 <sup>(2)</sup>  
FCS Senior Seminar
- \_\_\_ Family and Consumer Sciences 335 <sup>(2)</sup>  
\*Nutrition Research through the Life Cycle

NOTE:

\* Courses offered alternate year

Meeting General Education Requirements: Students MUST take the following:

1. Physical Fitness and Nutrition: Family and Consumer Sciences 315 Personal, Family and Community Health will fulfill this General Education requirement.
2. Natural World: CHE 103 and BIO 130 will fulfill this General Education division requirement.
3. The Social World: Sociology 201 Cultural Anthropology will fulfill this General Education requirement.
4. Philosophy: Philosophy 311 Ethics will fulfill this General Education requirement.

Recommended Elective Courses:

- \*FCS 445 Catering <sup>(2)</sup>
- FCS 480 Internship <sup>(2 or 4)</sup>
- COM 220 Small Group Communications <sup>(3)</sup>
- PSY 320 Social Psychology <sup>(3)</sup>
- PSY 325 Clinical and Community Interventions <sup>(4)</sup>
- PSY 345 Group Dynamics <sup>(3)</sup>

Units toward General Education requirements included in the Nutrition and Health major: 18 units

Unit Analysis

Major 54 units  
 General Education not included in major 47 units  
 Electives 27 units  
 Units for Graduation 128 units

## NUTRITION AND HEALTH FOUR-YEAR ACADEMIC PLAN

128 Units for Graduation

<b>Freshman Year (28)</b>	<b>Sophomore Year (35)</b>
<p><b><u>Fall</u> (12)</b></p> <p>FCS 101 Introduction in Family &amp; Consumer Sciences (1)            FCS 110 Fundamentals of Food (2)            BIB 101 Old Testament History and Religion (2)            PED XX Physical Activity (1)            PSY 101 Psychology of Personal Development (4)            XXXX Fine Arts (2)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 150 Human Development (3)            BIB 102 New Testament History and Religion (3)            MTH 201 Introduction to Statistics (3)            WRI 110 Freshman Composition (5)            XXXX Fine Arts (2)</p>	<p><b><u>Fall</u> (18)</b></p> <p>SOC 101 Introduction to Sociology (3)            CHE 103 Intro to General, Organic &amp; Biochemistry Chemistry (5)            COM 100 Principles of Human Communication (3)            HIS 110 World Civilization I (3)            LIT XX Great Works(2)            XXX Elective (2)</p> <p><b><u>Spring</u> (17)</b></p> <p>FCS 225 Fundamentals of Nutrition (3)            FCS 315 Personal, Family, &amp; Community Health (3)            CHU395 Christian Trad <i>or</i> THE 306 Life of Holiness (3)            HIS 111 World Civilizations II (3)            MTH 303 Problem Solving (3)            Electives (2)</p>
<b>Junior Year (33)</b>	<b>Senior Year (32)</b>
<p><b><u>Fall</u> (16)</b></p> <p>FCS 425 Child Nutrition (4)            FCS 435 Food Service Production &amp; Mgmt (2)            BIO 130 Human Anatomy and Physiology I (4)            XXX Foreign Language (4)            XXX Elective (3)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 325 Food Culture (2)            FCS 327 Food Economics and Management (2)            BIO 140 Human Anatomy and Physiology II (4)            BUS 212 Principles of Management (4)            XXX Foreign Language (4)</p>	<p><b><u>Fall</u> (16)</b></p> <p>FCS 330 Community Nutrition (3)            FCS 331 Community Nutrition Practicum (1)            FCS 414 Education and Counseling Techniques (2)            FCS 480 FCS Internship (4)            XXX Elective (6)</p> <p><b><u>Spring</u> (16)</b></p> <p>FCS 230 Personal and Family Finance (2)            FCS 335 Nutrition Research through the Life Cycle (2)            FCS 497 FCS Senior Seminar (2)            LIT XXX Masterpieces (3)            PHL 211 Ethics (3)            XXX Elective (4)</p>
<b>2007</b>	

**SECTION 6**

**External Agencies and Factors Affecting the Programs**

## External Agencies and Factors Affecting the Program

### American Dietetics Association

American Dietetic Association (ADA) includes in its membership the largest group of nutrition professionals in the world. Within the organization are the American Dietetic Association Foundation (ADAF) which funds initiatives promoting public health, the National Center for Nutrition and Dietetics (NCND) which serves as an information resource for professionals and the Commission on Dietetic Registration (CDR). The highest level of membership can be attained by becoming a Registered Dietitian, a nutrition professional who has been credentialed by the Commission of Dietetic Registration after completing an ADA-accredited supervised practice program. Students are encouraged to obtain student ADA membership.

The Pre-dietetics program in the Department of Family and Consumer Sciences began in Fall 1993. During the next ten years, coursework was revised to align the curriculum with the ADA's requirements for baccalaureate degrees in the field and consequently, the major was renamed *Dietetics*. This revision process incorporated multiple phases across campus, including: 1) development of curriculum, 2) approval by the Dean of the College of Social Sciences and Professional Studies, 3) approval from the University Academic Policy Committee (APC) and 4) approval of the full university faculty.

In May 2004, the Department submitted to the CADE its application to become an ADA credited Didactic Program in Dietetics (DPD). Approval was given to undergo a self-study to address the rigorous list of 100 competencies required of the curriculum. The "Self-Study Application for Didactic Program in Dietetics" document was submitted in November 2004 and subsequently, the PLNU Dietetics program received the ADA's approval for "developmental accreditation" With this approval, current students graduating from the PLNU Dietetics program are considered eligible for accredited dietetic internship programs, required in their process toward becoming Registered Dietitians.

A site visitation from the ADA is scheduled for the 2008-2009 academic year and is a necessary step to complete the accreditation process with CADE and receive full accreditation from the organization.



## California Articulation Number System

The California Articulation Number (CAN) System provides a cross reference number for courses that are transferable from one institution to another. CAN courses have been evaluated by faculty of each institution and determined to be acceptable "in lieu of" each other. Articulation agreements are signed between institutions and the CAN officers for each articulated course. This process minimizes needless duplication of coursework, thus reducing time and financial costs for the student. This system also encourages students from two-year colleges to continue their education at four-year institutions that have articulated transferable courses.

Point Loma Nazarene University and the Department of Family and Consumer Sciences have articulated several courses into the California Articulation Numbering System. Below are listed the CAN numbers and course content titles that are transferable to this University.

<u>CAN Course</u>	<u>Family and Consumer Sciences Course</u>
HEC 2 Nutrition	FCS 225 Fundamentals of Nutrition
HEC 8 Principles of Foods	FCS 110 Fundamentals of Food
HEC 10 Principles of Clothing Construction	FCS 105 Apparel Construction
HEC 14 Child Development	FCS 120 Child and Adolescent Development
HEC 16 Life Management	FCS 230 Personal Resource Management
HEC 22 Fashion Industry and Marketing	FCS 130 Fashion Industry

Content and core competencies of each CAN course are reviewed and revised periodically. The Department chair has represented the department for ten years during the evaluation sessions of the California Association of Family and Consumer Sciences Articulation Committee and the California Articulation Numbering System. Consistent updating of content areas is a commitment from all approved institutions and CAN officials. The description of the content of each CAN course is available in the department chair's office.

## California Commission of Teacher Credentialing

The *Consumer and Environmental Sciences concentration in Family and Consumer Sciences* major was designed in part to prepare students who desire to teach Family Consumer Studies/Home Economics at the secondary level. The course requirements for the credential "Single Subject in Home Economics for Grades 7-12" were approved by the California Commission of Teacher Credentialing and are a part of the major. Revisions of the course requirements are made periodically by the commission; the last revision was 2001. The Department of Family and Consumer Sciences received full approval in November 2001 for the program and major coursework from the State of California Department of Education's California Commission of Teacher Credentialing (CTC).

Students must complete the core credentialing course requirements and additional courses for depth and perspective with a 2.75 GPA or pass an appropriate subject matter examination. Professional preparation credential Teacher Education courses are required for the Single Subject Credential in Home Economics.

### Core Course Requirements – 34 Semester Units:

Consumer Economics	2 courses	4 semester units
Food and Nutrition	2 courses	6 semester units
Child Development	2 courses	7 semester units
Clothing and Fashion	3 courses	6 semester units
Housing and Interiors	3 courses	6 semester units
Family and Parenting	1 course	2 semester units

### Courses for Depth and Perspective – 24 Semester Units:

Food and Nutrition	2 courses	5 semester units
Child Development	3 courses	12 semester units
Clothing	1 course	2 semester units
FCS Philosophy & Internship	2 courses	4 semester units
Secondary Methods in FCS	1 course	2 semester units

The form describing specific course work approved for Single Subject Credential in Home Economics is located on the following page. New standards from the California Commission of Teacher Credentialing are currently under development.

**POINT LOMA NAZARENE UNIVERSITY**  
**Department of Family and Consumer Sciences**

Approval of Subject Matter Program in Home Economics  
November 2001

The subject matter program in the Department of Family and Consumer Sciences, leading to the Bachelor of Arts degree in Consumer Environmental Sciences-concentration in Family and Consumer Sciences is closely aligned with the state framework for Home Economics Preparation program in California. The following is a breakdown of units required for the B.A. Degree in this major:

General Education classes	54 units
Lower Division Major classes	24 units
Upper Division Major classes	35 units
Electives	16 units
<b>TOTAL</b>	<b>128 units</b>

Below you will find the reconditions for the Home Economics Single Subject program offered in the Department of Family and Consumer Sciences at Point Loma Nazarene University. Requirements are a total of 57 units for core, depth and perspective. They are designed to comply with the preconditions that are based on California Administrative Code Sections 80085.1 and 80086.

**CORE COURSEWORK**

Course Number	Course Title	University Units	California State Standards
FCS 105	Apparel Construction	2	4
FCS 110	Fundamentals of Food	2	5,6
FCS 115	Fundamentals of Interior Design	2	7, 10, 12
FCS 120	Introduction to Child Development	4	2, 9, 13, 12
FCS 130	Fashion Industry	2	4, 10, 12
FCS 150	Human Development	3	2, 9, 12, 13
FCS 220	Problems of Family Housing	2	7, 12, 13
FCS 230	Personal Resource Management	2	3, 10, 13
FCS 305	Life Cycle Nutrition	4	5, 8, 13
FCS 315	Personal, Family and Community Health	3	2, 5, 8, 12
FCS 320	Advanced Housing Environments	2	7, 10, 12
FCS 350	Consumer Economics	2	3, 12, 13
FCS 370	Apparel in Human Behavior and Culture	2	4, 13
FCS 385	Family and Parenting	2	9

**DEPTH AND PERSPECTIVE**

Course Number	Course Title	University Units	California State Standards
FCS 310	Early Childhood Education	4	13
FCS 325 *	Food Economics and Culture	3	6, 12, 13
FCS 405	Textile Science	2	4, 14
FCS 416	Secondary School Methods in Family and Consumer Sciences	2	10, 11, 14
FCS 420	Child Development in Family and Community	4	2, 10, 12
FCS 435	Food Service Production and Management	2	10, 12
FCS 460	Administration and Supervision in Early Childhood Education	4	2, 10, 12
FCS 480	Internship in Family and Consumer Sciences	2	10, 12
FCS 497	FCS Senior Seminar	2	10, 11

\* One (1) semester unit was added to course FCS 325 in 2005

## **California State Department of Social Services Community Care Licensing**

In 1994, the Early Childhood Learning Center (ECLC) became a licensed Child Care Center under Title 22, Division 12 and Chapter 1 of the California Code of Regulations. Prior to this time, child care facilities which were associated with colleges or university were exempt from licensing.

The ECLC is licensed for an enrollment of 30 children per day. This number is a function of the available square footage in the center. The law states that there must be at least 12 square feet of indoor activity space per child and at least 75 square feet of outdoor activity space per child based on the total licensed capacity of the facility. The ECLC has two classrooms, one of which measures 952 square feet. The legal limit for that room would be 18 children; the ECLC has 18 children per day enrolled. The other room is 576 square feet. The legal limit there would be 12 children; the ECLC has 12 children enrolled.

The teacher-child ratio mandated by state law is one fully qualified teacher for every 12 children. The ECLC teacher-child ratio is one fully qualified teacher for every 12 children, and one teacher aide per classroom with one floating aide to rotate between classrooms as needed.

Full-day children are served a mid-morning snack, lunch and an afternoon snack. Children attending the half-day program are offered a mid-day snack. A nutritious lunch is provided through the University cafeteria which is managed by Sodexo Food Service.

**SECTION 7**

**Department and Program Assessments by Senior Students**

## Department and Program Assessments by Senior Students

### Outcomes Assessment Exam

In November 2000, Department faculty began the development of an assessment tool for each major and concentration offered. The Outcomes Assessment Exam (OAE) was first administered in the academic year 2001-2002 as a way to assess effectiveness of course instruction and student learning.

Annually the FCS faculty of each content area reviews OAE questions for validity and clarity; changes are made as necessary. The OAE for each major and concentration is found in Appendix E. Faculty members set 70% or greater as the target score. The OAE is administered at the end of the FCS 497 Senior Seminar course during the Fall and Spring semesters.

Over the past six years, the Child Development major has had the greatest number of graduates taking the exam; 72 students averaged a score of 77%. The Food Service Management major had the least number of majors; five students averaged a score of 69%, which is the only major that averaged below the minimum 70% target. The average for all majors in the past six years is 73%. See Appendix F for a review of all results for all majors for each year and the six-year average of each major and concentration.

### Outcomes Assessment Student Survey Results Six Year Average by Percentages 2001-2002 to 2006-2007

Majors	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Average %
Child Development	77	75	79	77	77	76	77
Consumer & Environmental Sciences							
Family & Consumer Sciences	73	0	72	0	72	78	74
Fashion Merchandising	69	73	64	74	72	80	72
Housing & Interior Environments	73	69	81	0	73	78	75
Family Life Services	76	72	77	78	69	74	74
Nutrition & Food							
Food Service Management	0	64	0	74	71	68	69
Nutrition & Health	70	72	75	71	69	66	71
Dietetics	64	66	74	81	72	76	72

Periodically an Outcome Assessment Summary Report is sent to the University academic administration for review. This multifaceted report identifies information in the following categories:

- National standards
- Program review
- Learning outcomes
- Where the learning outcomes are published
- Assessment measurement tools
- Criteria for success
- Data collection
- Findings from data collection
- Resulting program changes

Included in Appendix G is the 2006 FCS Department Outcomes Assessment Report which identifies all the components listed above for each major offered within the department.

### **Senior Exit Interview**

In the spring of 2004 the faculty within the Department of Family and Consumer Sciences discussed the need for more input from senior students about their academic and overall experiences within the FCS department. It was decided that a senior exit interview should be conducted each year using an all-faculty panel format.

Since then, the Department faculty has met with the FCS 497 Senior Seminar class to conduct a group senior exit interview during both fall and spring semesters. It has been an informal process; a list of questions asked can be found in Appendix H. Students are asked to discuss their opinions of their academic journey in the Department of Family and Consumer Sciences. Students' discussions have included strengths and weaknesses they have found in the program, suggestions for improvement in their majors, academic challenges and advising experiences. In general, responses have been positive, and each semester, information has been obtained to help shape curricular changes and experiences for student-faculty interaction in and out of the classroom. Some examples of comments given are:

- Add an adolescent course to the Child Development major.
- Add an Infant and Toddler course.
- Need for two semesters for Medical Nutrition Therapy.
- Add a basic "Careers in FCS" class at the freshman level instead of covering this material during the Senior Seminar course.
- Start getting experience in your field beginning your freshman year.
- Love personal aura of FCS department, respects professors but professors may be too flexible and giving.
- Helpful to do research papers, projects, or oral presentations than just memorize facts.
- Fashion Merchandising major the business classes take up so many credits.

- Need a code class for Housing and Interiors major.
- Want to have the schedule for the entire four years.
- Liked how the schedule was planned out a semester ahead.
- GE's there is too much time spent in these courses.
- With every other year courses and study abroad makes it very difficult to graduate in four years.
- Add to all syllabi within the department "Great for Portfolio Use".

The students' informative and insightful statements above show how the comments have been so useful to provide good discussion among the FCS faculty. Appropriate curriculum content and methods of instruction have been implemented. Faculty review of the Senior Exit Interview Questions occurs yearly to elicit germane input from the students. Exit Interview responses for 2005 through 2007 are located in Appendix I.



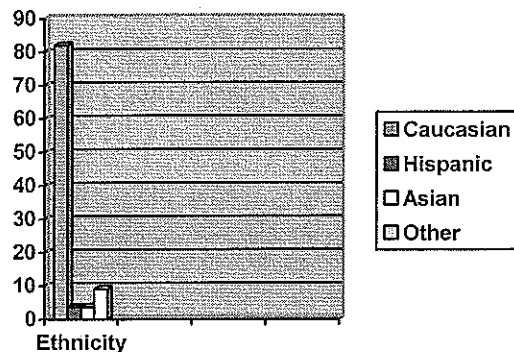
**SECTION 8**

**Department Alumni Survey Analysis**

## Department Alumni Survey Analysis

Approximately 400 surveys were mailed to the Point Loma Nazarene University alumni of the Department of Family and Consumer Sciences in November 2006. Fifty-five surveys were returned, yielding a response rate of approximately 14%; all respondents were female. The survey included demographic information, educational background, professional experience, coursework taken and program evaluation. A sample of the survey questionnaire is exhibited in Appendix J.

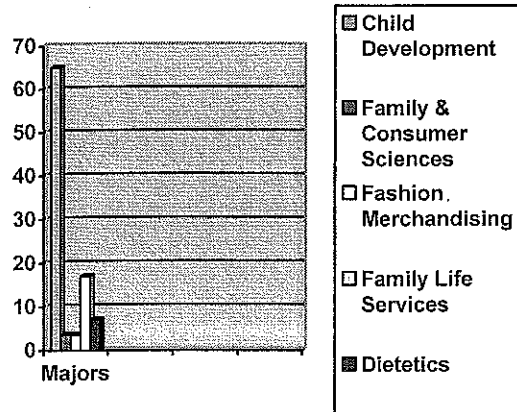
The ethnicity profile of the alumni who graduated between 1981 and 2006 are as follows: 82% Caucasian, 3.6% Hispanic, 3.6% Asian, 9% "Other" and one who declined to state ethnicity.



**Ethnicity of Respondents**

The majority of the respondents graduated between 1995 and 2006, with 2% graduating in the 1980's, 36% graduating in the 1990's, and the remaining 62% between 2000 and 2006.

Of the alumni responding, 65% completed Child Development degrees, 3.6% completed Family and Consumer Sciences degrees, 3.6% were Fashion Merchandising degrees, 17% in Family Life Services, and 7% earned degrees in Dietetics. The graph on the following page illustrates these results.



**Percent of Degrees Completed by Respondents**

Sixteen of the 55 respondents (29%) went on to earn graduate degrees with 12 (22%) earning a Master of Art and four (7%) earning a Master of Science. Twenty respondents (36%) reported earning some other post-graduate degree or credential, such as a teaching credential or second Bachelor's degree.

Survey respondents were asked to score courses taken in the department on a scale of "1" (little value) to "4" (great value). The overall score for all majors was 2.9. The Child Development major had the most responses (n=35), averaging 3.2 for value. Family Life Services (n=9) averaged 2.8. The rest of the majors had a small number of responses with Family and Consumer Sciences (n=3) averaging 2.9, Fashion Merchandising (n=2) 2.7, Nutrition and Health (n=2) scored 3.4 and Dietetics (n=3) averaged 2.6.

Of the 32 respondents who shared comments about their job description, 84% reported professional positions that utilized their degree within the Department of Family and Consumer Sciences, and 16% reported stay-at-home parenting responsibilities. Eleven percent reported having their own business relating to the Family and Consumer Sciences profession. Respondents described a wide variety of professions which illustrates the diversity of family and consumer sciences. Below is a sampling of career choices:

- Merchandiser and Executive Management
- Special Education Resource Specialist
- University Resource Specialist
- Speech/Language Pathologist
- Preschool, Elementary and FCS Secondary Teacher
- Lactation Educator
- Clinical Dietitian
- Missionary
- Christian Education Director
- Licensed Educational Psychologist and Credentialed School Psychologist
- Child Life Specialist
- Registered Dietitian
- Team Leader for a Developmentally Disabled Adults
- Children's Pastor
- Head Start Teacher
- Counselor in the CAL SAFE Program for Expectant and Parenting Teens
- Nanny
- Fitness Coordinator and Nutrition Consultant
- Preschool Teacher for Students with Disabilities
- Retail Store Manager for Nordstrom Salon Shoes
- Full-Time Homemaker
- Director of a Community Center
- Police Officer

Respondents were asked how the coursework or other experiences within the Department of Family and Consumer Sciences has contributed to their professional and/or personal life. All but one respondent stated that it had been beneficial; this respondent wrote "I've found most of what was taught at that school to be of little value". A few respondents made suggestions to "impress more fully the importance of work experience and internships during the college years," and one respondent commented "add natural nutrition remedies for health concerns." Below is a sampling of positive comments from the FCS department alumni survey respondents.

- I have become a resource to many desiring to have healthy children and families.
- I work as a counselor in a group home for teen girls and as a respite house mother in a group home for teen mothers.....all of these jobs require me to use skills and knowledge I learned, and continue to use my textbooks as reference material.
- The coursework was excellent for my prerequisites in school counseling and school psychology post-grad work.

- My coursework has guided my work in preschool teaching, early elementary school teaching, Sunday school teaching, and directing children's ministries on the mission field.
- My internship turned into a job right out of college....that was great.
- The nutrition classes are very useful in everyday life.
- I use my knowledge of fabric and visual displays daily.
- I never thought that child development courses would help me so much in helping the poor.
- The coursework gave me a sound background and knowledge base to draw upon during my work with young children and families. I became a sounding board for parents as I interacted with them and an advocate for 'best practices' to ensure that children receive high quality education and care based on what I learned at PLNU.
- Senior Seminar provided resume and how to build a portfolio.
- The first job search skill and resume writing skills were most beneficial. I believe I have used a great deal of what I have learned and continue to use my textbooks as reference materials
- My internship at a women's shelter was of great value to me. It gave me the opportunity to practice skills in a particular setting. From that internship I went on to do a year of Americorp working at an organization for homeless individuals.
- With my nutrition classes and a BA in Nutrition and Health it took me only 3 quarters to obtain my BSN at the University of Cincinnati.
- The professors are amazing and I miss them as well as the classes!
- Overall, I have complete satisfaction regarding the coursework and staff interactions during my time at PLNU. I feel blessed to have had the opportunity to attend PLNU and to have had the support to earn my degree within four years. I felt adequately prepared for my post-graduate studies.
- I loved my experience at Point Loma as well as being under the Family and Consumer Sciences Department. They truly expressed genuine care and thoughtfulness to their students. I was blessed to have had that during my four years.
- I appreciate everything you have done. Thank you for your dedication to education and your students. You all have a warm place in my heart.

Results of the data collected are located in Appendix K. All individual questionnaires are available for review in the Department of Family and Consumer Sciences chair's office, Evans Hall 102. Throughout the years FCS faculty members have continued to have personal contact with graduates via e-mail, post mail, telephone or personal visits. Graduates have shared their professional careers, graduate studies, family life and the positive impact the department's programs and faculty have had on their lives.

**SECTION 9**

**Department Data and Trend Analysis**

## Department Data and Trend Analysis

### Students Majoring within the Department

The number of majors enrolled in the Department of Family and Consumer Sciences has expanded over the past six years from 103 students in the Fall of 2001 to 139 in the Spring of 2007, nearly a 35% increase. For the number of students majoring within the department, the FCS department is the ninth largest of 16 departments/schools at the University. Over the past six years, the FCS department has ranked as the seventh largest of 16 undergraduate departments/schools for graduating students at the University. There has been a small increase in the percentage of students graduating from the FCS department, compared to students enrolled.

Between Fall 2001 and Spring 2007, an average of 29 students graduated from the Department of Family and Consumer Sciences. Except for one year, 30 to 32 students have graduated with a degree from the FCS department. (In 2003-04, only 20 students graduated.) Thus on a yearly basis, students graduating are approximately 25% of the total students majoring within the FCS department.

### Actual Semester Credit Units Taught within the Department

The semester credit hours taught within the Department of Family and Consumer Sciences has continually expanded over the past six years, from 105 units taught in the academic year 2001-2002 to 153 units taught in 2006-2007, a 45% increase from 2001-2002. Keeping high quality programs offered within the department has required strengthening the curriculum periodically, thus creating the increase of credit hours taught. The *official* credit load for a full-time faculty member is set at 24 units. However, the number of *actual* units taught by the full-time faculty is over the 24 units for most of the FCS faculty. The six-year range of units taught by full-time faculty varied from 25 to 32 with an average of 27.5 units, representing an overage of the unit load for many faculty.

Adjunct faculty have consistently been a part of the FCS department over the years. The semester credit units for the adjunct faculty have ranged from 30 to 68 units for the past six years, giving a yearly average of 51.8 units. The FCS adjunct faculty has consistently contributed excellence in teaching and given their time and energy to the students beyond university expectations.

At the present time, the President's Cabinet has approved four full-time faculty positions for the Department of Family and Consumer Sciences. However, presently there are five full-time faculty teaching within the department. One faculty member will be phasing into retirement over the next few years which leaves an overlap of a fifth position. Once

she enters retirement or teaches 16 units or less, the University will return to the approved four teaching positions. With the heavy adjunct load especially for one faculty member carrying 20 to 24 units per year over the last three years, it is important to consider the serious need to increase at least one permanent full-time faculty position. Following this descriptive Department Data and Analysis section are tables and charts that illustrate the staffing impact and analysis.

### **Department Budget**

The Department of Family and Consumer Sciences has been functioning on a limited budget. The budget for the year 2001-2002 was \$12,210, and by the academic year 2006-2007 it increased to \$15,316. The budget only increased 20% in six years, an average 3.4% increase each year. As discussed earlier, the Spring 2007 department student enrollment was 139 with a FCS department budget of \$15,316 for that academic year, or an average of \$110.19 for meeting all the needs of educating each student. In the 2001-2002 academic year, \$116.29 was available per student. The erosion in financial support is a major concern to the department.

This budget allowance is not in pace with the cost of living over the same period of time. The cost per units taught (105 units) in the FCS department for 2001-2002 was \$116.28; for 2006-2007, the cost per units taught (157) was \$100.10. Each year there has been a *decrease* in the Operating Expense Budget allocated per unit taught.

It is critical to note that there is an insufficient increase for the on-going, real material needs of all programs to function effectively within the FCS department. These funds are spent to provide students with rigorous coursework, emphasizing theoretical foundations with practical application and skill-building. The table on the following page illustrates the operating budget in relation to semester credit units taught for the past six years.



**Operating Expense Budget with Budget Dollar per Unit Taught by Year  
2001-2002 through 2007-2008**

<b>Academic Year</b>	<b>Total Yearly Units Taught</b>	<b>Operating Expense Budget</b>	<b>Budget Dollar Per Unit Taught</b>	<b>Actual Dollar Difference from Previous Year</b>	<b>Percent Difference From Previous Year</b>
2001-2002	105	12,210	\$116.28	\$	%
2002-2003	116	12,405	106.93	(9.35)	(12.4%)
2003-2004	126	12,604	100.03	(6.90)	(6.5%)
2004-2005	143	12,816	89.62	(10.41)	(10.4%)
2005-2006	149	12,816	86.01	(3.61)	(4.0%)
2006-2007	153	15,316	100.10	14.09	16.4%
2007-2008	157	15,562	99.12	(.98)	(1.0%)

Advancing the academic rigor of the Dietetics program and moving toward accreditation were positive changes and shows commitment to students' highest level of education in nutrition at the University. Receiving "developmental accreditation" in 2005 from the American Dietetics Association's Commission on Accreditation for Dietetic Education (CADE) is an honor and joy. However, this commitment requires added expenses for 1) ADA membership dues for the department 2) accreditation fees, 3) preparation of documents and ADA site visitation, 4) alumni surveys and assessments, 5) annual Dietetic Education Programs (DEP) workshop for the dietetic director, honorarium for professional lectures with diverse backgrounds and experience and 6) food laboratory supplies, small equipment, laboratory materials and maintenance of food science equipment.

Both the Fashion Merchandising and the Housing and Interior Environments programs have continual need for consumable supplies and the updating of equipment. Each program demands specific knowledge and skills that are essential in the profession, and expected expertise is required of graduating students from either program. Thus the expenditure is ever present to keep the programs effective and operating at a high academic level.

In today's economy all supplies, materials, tools and equipment costs have increased over the past year for all consumers across the United States. Textile and housing, as well as food science and nutrition laboratory professors within the FCS department have seen increased costs when purchasing necessary food, textiles, materials and chemical supplies for each laboratory experience for the students. Thus an increase in departmental operating expenses needs to be strongly considered by the administrative officers of the University.

## Department Data and Trend Graphs, Charts and Tables

- Ryan Library and Learning Services
- Students Majoring within the Department
- Degrees Granted by Year
- Enrollment of Majors by Years, 2001- 2007
- Enrollment and Undergraduate Degrees by Department and Schools
- Undergraduate Courses and Units Offered for General Education Requirements by Departments/Schools
- Faculty Unit Load by Year, 2005-2006 through 2007-2008
- Total Units Taught by Year, 2001-2002 through 2007-2008
- Staffing Analysis for 2005-2006 through 2007-2008
- FTE for FCS Department
- Operating Expense Budget with Actual Expenses
- Department Operating Expense Budget with Budget Dollar per Unit Taught by Year, 2001-2002 through 2007-2008

It should be noted that the numbers listed for student enrollment and faculty teaching load do not reflect classes, enrollment or faculty teaching load for summer school.

## Ryan Library and Learning Services

### Department Budgeted Allocation

The Director of the Ryan Library and Learning Services disseminates yearly budgets for the FCS department chair. Faculty is given approximately six months to identify desired resources. The librarian assigned to the Department of Family and Consumer Sciences annually reviews the faculty's requests for library purchases following acquisition policy and budgetary constraints. In addition, the librarian will order books to balance the library holdings within the content areas of the department. The staff of Media Services orders videos and DVDs for faculty to preview or purchase.

The chart below illustrates the budgetary percentage allotment in relationship to the total percentage for all academic departments.

Year	Family and Consumer Sciences Budget (\$)	Academic Departments, including FCS (\$)	FCS Percent of Total
99-00	1,918	48,221	3.98
00-01	1,995	50,153	3.98
01-02	1,995	50,142	3.98
02-03	1,995	50,142	3.98
03-04	1,995	50,142	3.98
04-05	1,995	50,142	3.98
05-06	1,995	49,079	4.06
06-07	1,995	45,495	4.39
07-08	1,995	45,495	4.39

Increase budgetary allotment for departmental book holdings should be reviewed; keeping in mind the department is the ninth largest academic department/school with 139 students majoring within the department. In addition, there is a diversity of content specializations within the department with seven general content areas taught in the departmental curriculum (child development, dietetics and nutrition, family life services, family and consumer sciences education, housing and interiors, fashion merchandising, and food service management). An additional percentage increase should be considered for the Department of Family and Consumer Sciences from the Ryan Library's academic departments' budget.

## Periodicals

There are 27 "hard copy" periodicals available in Ryan Library. Ending dates of availability are indicated below; no ending date indicates a current subscription. In addition to these titles, many titles are available "online only" through microfiche or ProQuest. Appendix L provides a complete list of periodicals and microfiche available listing by editions.

Advancing the Consumer Interest: ACI (through 2000)  
American Journal of Public Health (JPH) (through 2002)  
Child Development  
Day Care and Early Education (through 1995)  
Early Childhood Education Journal (through 2004)  
Early Childhood Research Quarterly  
FDA Consumer (through 2003, recent issues on line)  
Family and Consumer Sciences Research Journal  
Family & Community Health (through 2004)  
Families in Society: the journal of contemporary human services (through 2004)  
Family Planning Perspectives (through 2001)  
Family Relations (through 2222, recent issues online)  
Health  
Home Economics Research Journal (through 1994)  
Interiors (through 2001)  
Journal of Consumer Affairs  
Journal of Family and Consumer Sciences (through 2005, recent issues online)  
Journal of Health Care for the Poor and Underserved  
Journal of Home Economics (through 1994)  
Journal of Marriage and the Family (through 2004, recent issues online)  
Journal of Nutrition (through 2004, recent issues online)  
Journal of Nutrition Education and Behavior  
Journal of the American Dietetic Association (through 2002)  
Journal of the American Medical Association  
Nutrition Today  
Vogue

It is important to note that at least 20 journals related to the FCS department specializations have been dropped from the "hard copy" list. The FCS faculty strongly prefers to have "hard copy" of peer-viewed journals rather than "hard copy" of consumer magazines such as *Vogue*, *Health* and others.

## Books

There are approximately 4,840 books in Ryan Library related to the field of family and consumer sciences. The numbers below indicate the number of titles with each subject keyword in their bibliographic records.

<u>Content Area</u>	<u>Subjects</u>	<u>Holdings</u>
Child and Family	Aging/Aged	172
	Child Development	230
	Early Childhood	53
	Family	1,133
	Youth/Adolescence	588
	Abuse	359
	Social Service	98
Nutrition and Foods	Dietetics	14
	Diet Therapy	61
	Food Preparation/Cookery	223
	Food Industry	20
	Food Service	58
	Health	1,026
	Nutrition	277
Fashion and Housing	Clothing and Dress	47
	Dressmaking/Tailoring	27
	Fashion	90
	Housing	92
	Interior Decoration	89
	Textiles(s)	81
Management and Resources	Home Economics	58
	Consumer Education	46

It is important to note that since books may have multiple subjects, the total number of books is an estimate only.

## Videos and DVDs

Videos and DVDs are housed in the Media Center or the department faculty offices. The videos are periodically evaluated for currency of content for each FCS specialization. Below is a list of videos and DVDs that are housed in the Ryan Library and Learning Services, Media Services Center.

<u>Content Area</u>	<u>Categories</u>	<u>Holdings</u>
Child and Family	Abused Women	3
	Adolescence	4
	Aging	19
	Alcoholism	16
	Child Development	32
	Drug Abuse	20
	Early Childhood	2
	Family	51
	Family Violence	12
Sexual Abuse	7	
Nutrition and Foods	Diets	11
	Eating Disorders	18
	Nutrition	29
	Foods	63
Fashion and Housing	Clothing	11
	Fashion	17
	Furniture	1
	Housing	5
	Interior Design	13
	Textiles/Fabric	5
Management and Resources	Consumer Education	6

**Department Family and Consumer Sciences**  
**Degrees Granted by Year**  
**2002 - 2007**

<u>Year Graduated</u>	<u>Major</u>	<u>Number of Degrees</u>	<u>Total by Year</u>
2007	Child Development	7	32
	Consumer and Environmental Sciences	16	
	Dietetics	3	
	Family Life Services	3	
	Nutrition and Food	3	
2006	Child Development	18	32
	Dietetics	2	
	Family Life Services	1	
	Consumer/Environmental Sciences	11	
2005	Child Development	10	32
	Dietetics	0	
	Family Life Services	5	
	Nutrition and Food	7	
	Consumer/Environmental Sciences	10	
2004	Child Development	6	20
	Dietetics	0	
	Family Life Services	2	
	Nutrition and Food	5	
	Consumer/Environmental Sciences	7	
2003	Child Development	15	31
	Dietetics	2	
	Family Life Services	1	
	Nutrition and Food	8	
	Consumer/Environmental Sciences	5	
2002	Child Development	14	30
	Dietetics	4	
	Family Life Services	5	
	Home Economics	6	
	Nutrition and Food	1	

## Enrollment of Majors by Year

Major	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Child Development	44	37	34	46	41	41
Consumer and Environmental Sciences	28	35	40	50	45	54
Dietetics	5	3	0	0	6	16
Family Life Services	9	9	9	9	7	6
Nutrition and Food	17	25	21	24	17	22
<b>Total Majors by Year</b>	<b>103</b>	<b>109</b>	<b>104</b>	<b>129</b>	<b>116</b>	<b>139</b>



# Enrollment, Degrees Granted and Faculty FTE by Major

Enrollment, Degrees Granted and Faculty FTE by Major

MAJOR	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE
ART AND DESIGN	111	22	4.4	120	26	5.3	104	21	6.0	98	37	6.5	89	20	6.3	97	21	6.1
Art	70	12		80	19		75	18		72	33		50	16		23		
Art Education																		
Graphic Communications	41	10		40	7		29	3		26	4		18	3		4		
Graphic Design													17	1		54		
Visual Arts																		
BIOLOGY - UNDERGRADUATE	107	28	6.8	110.5	14.5	7.8	118	27.5	7.8	118	14	7.8	124.5	20	7.9	142		8.1
Biology - B.A.	76	16		79	12		76	20		79	4		72	8		79		
Biology - B.S.																		
1/2 Biology/Chemistry*	31	4		31.5	2.5		40	7.5		32	5		37.5	4		47		
BIOLOGY - GRADUATE																		
CHEMISTRY	42	5	4.3	45.5	4.5	4.0	54	13.5	4.5	42	5	4.6	49.5	5	4.8	60		4.6
Chemistry	11	1		14	2		14	6		10	1		12	1		13		
1/2 Biology/Chemistry*	31	4		31.5	2.5		40	7.5		32	5		37.5	4		47		
COMMUNICATION AND THEATRE	188	36	7.6	214.5	56	8.3	203.5	44.5	7.9	209.5	53	9.4	203.5	50.5	7.7	183.5		9.5
Applied Communication	12	7		5	8													
Communication	32	2		52	4		48	6		56	11		41	7		37		
Management/Organizational Comm	78	16		90	34		84	21		86	30		81	20		77		
Mass Communication	5	3		2	3													
Media Communication	44	6		47	6		45	14		41	7		53	10		57		
Speech (Communication)	3	0		1	1													
Theatre (Drama)	12	1		11	2		12	1		13	1		18	10		13		
1/2 Communication/Business*																		
1/2 Broadcast Journalism*	2			6.5			14.5	2		13.5	3		10.5	2.5		9.5		
FAMILY AND CONSUMER SCIENCES	103	39	4.2	109	30.5	3.2	104	20	4.4	129	32	4.9	116	32	5.6	131		5.6
Child Development	44	14		37	14		34	6		46	10		41	18		37		
Consumer and Environmental Sciences	20	2		34	5		40	6		50	10		45	11		52		
Dietetics	5	4		8	2								6	2		15		
Family Life Services	9	5		9	1		9	2		8	5		7	1		6		
Home Economics	3	1		0														
Nutrition and Food	17	1		25	8		21	5		24	7		17			21		
1/2 FOS/Business (Consumer Environ Sci)	5	5		1	5													
HISTORY AND POLITICAL SCIENCE	109	20	6.9	121	26	7.2	130	27	6.3	123	31	7.1	115	24	7.6	110		8.0
History	28	5		36	7		37	8		36	8		29	7		25		
History/Political Science																		
International Studies																		
Political Science	59	6		64	14		68	9		61	13		55	11		45		
Social Science	22	8		21	5		25	7		24	10		13	6		12		

# Enrollment, Degrees Granted and Faculty FTE by Major

MAJOR	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE
KINESIOLOGY	124	24	7.9	117	34	7.9	121	26	6.6	119	33	7.8	106	18	6.8	104		7.4
Athletic Training	34	7		39	6		45	8		50	5		37	4		34		
Exercise Science	39	8		29	12		31	5		34	8		47	8		46		
Physical Education	51	9		49	15		45	13		35	20		22	6		24		
Physical Education: Teaching & Coaching				1														
LITERATURE/JOURNALISM/ MODERN LANGUAGES	158	32	19.3	148.5	39	19.3	150.5	35	19.2	160.5	50	20.0	149.5	37.5	20.7	139.5		19.9
Journalism	69	13		75	18		66	14		75	19		76	17		66		
Literature	66	15		45	16		55	11		59	26		47	15		49		
Romance Languages	6	0		6	2		4	2		7			11	3		6		
Spanish	15	4		16	3		11	6		6	2		5	9		9		
1/2 Broadcast Journalism*	2			6.5			14.5	2		13.5	3		10.5	2.5		9.5		
MATHEMATICAL/INFORMATION/ COMPUTER SCIENCE	79.5	9	8.3	70	16.5	8.6	75	14	8.8	66	13	9.0	69	9	9.0	76.5		8.5
Computer Science- B.A.	45	5		30	5		30	7		17	2		18	1		13		
Computer Science- B.S.										4	0		4	3		11		
Information Systems										7	1		8	1		11		
Mathematics- B.A.	22	2		31	9		37	4		33	1		16			18		
Mathematics- B.S.										7	1		8	1		11		
1/2 Management Information Systems*				9	2.5		8	3		1	8		2	4		23		
MUSIC	12.5	2		75	13.5	9.9	66	9.5	12.1	73.5	10.5	9.3	73	17	12.5	66.5		11.0
Composition	63.5	9		75	13.5		66	9.5		73.5	10.5		73	17		66.5		
Instrumental Performance							3			2			3	1		2		
Music							1			2			3	1		4		
Music Education	55	8		67	11		47	9		48	10		41	10		27		
Music and Ministry							6			9			8	1		12		
Piano Performance										4			8	1		15		
Vocal Performance							2			1			1	1		3		
1/2 Church Music/Youth Ministries*	4.5	1		3	1.5		1.5			6			6	2		3		
1/4 Music/Business*	4	0		5	1		3.5	0.5		1.5			1			0.5		
PHYSICS AND ENGINEERING	18	3		18	3		18	3		18	3		18	3		18		
Engineering Physics- B.A.	13	3		12	1		1			29	1	2.4	29	4	2.9	21		4.0
Engineering Physics- B.S.										1	1		3	1		1		
Physics- B.A.	5	1		2	1		26	2		23	0		20	3		17		
Physics- B.S.							5			5	0		2	1		3		
PSYCHOLOGY	152	35		156	40		175	41		170.5	50.5	7.4	156	47	7.4	176		7.8
Psychology	141	26		179	44		163	36		160	50		158	38		151		
1/2 Industrial/Organizational Psych* (not split beginning 2006)	11	3.5		15	6.5		12	5		10.5	3.5		9			25		

# Enrollment, Degrees Granted and Faculty FTE by Major

MAJOR	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007		
	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE	enroll	deg	facFTE
SCHOOL OF BUSINESS - UNDERGRADUATE	326.5	66.5	8.4	284	72.5	8.8	251.6	70	8.0	317	67.5	8.0	390	68	9.1	374.5	11.4	
Accounting	19	7		21	5		26	4		28	10		22	9		24		
Business Administration	269	53		238	57		235	56		281	51		313	56		334		
Economics	3	1		2														
Economic Development																		
International Development Studies																		
1/4 Communication/Business*																		
1/4 FCS/Business (Consumer Environ Sci)*	5	0		1	5													
1/4 Industrial/Organizational Psychology*	11	3.5		15	6.5		12	5		10.5	3.5		32					
1/4 Management Information Systems*	12.5	2		9	2.5		8	3		4	1		2					
1/2 Music/Business*	4	0		5	1		3.5	0.5		1.5								
SCHOOL OF BUSINESS - GRADUATE	16	0		30	6		27	3		1.4	42		4	1.5		40	12	1.5
SCHOOL OF EDUCATION - UNDERGRADUATE	248	54	7.4	240	60	8.2	212	62	7.6	188	54	**	166	48	**	130		
SCHOOL OF EDUCATION - POST-BACCALAUREATE	492	46	17.5	548	77	17.7	674	79	19.8	703	123	24.9	873	227	25.9	892		26.9
San Diego	187		6.2	194	31	5.1	179	22	5.8	189	31	10.8	246	87	11.6			9.4
Acadia/Bakersfield/Corona***	305		12.3	354	46	12.6	495	57	14.0	534	92	14.3	627	140	14.3			17.5
SCHOOL OF NURSING - UNDERGRADUATE	375	45	13.4	388	43	14.3	398	43	12.3	201	39	12.4	219	41	12.5	245		18.5
SCHOOL OF NURSING - GRADUATE	20			29			28	1	1.4	22	1	1.6	20	1	2.0	20		5.7
SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY - UNDERGRADUATE	103.5	15	8.4	118	33.5	8.9	110.5	23	8.9	109	32.5	9.9	92	27	9.0	85.5		11.0
Bible and Christian Ministries	39	2		47	5		49	4					23	8		7		
Biblical Studies																		
Christian Ministry																		
Philosophy	3	1		4	2		3	3					11			12		
Philosophy & Theology	56	11		64	25		57	19		58	25		51	18		42		
Religion	1	0		0	0													
1/2 Church Music/Youth Ministries*	4.5	1		3	1.5		1.5						1			0.5		
SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY - GRADUATE	20			20			24			15		14	6		0.9	19		0.5
Ministry - New Mexico																		
Ministry - San Diego							10			4	0		1	2				
Religion	20	2		4	2		14	1		11	1		4	2				
SOCIOLOGY AND SOCIAL WORK	167	23	3.2	157	22	5.6	70	35	4.9	64	17	5.0	57	17	5.3	64		5.1
Sociology	33	12		40	11		43	6		38	10		36	12		36		
Social Work	34	11		27	11		27	9		26	7		21	5		28		
UNDECLARED GRADUATE (NO DEGREE SECTOR)							42			86			38			177		
San Diego							4			37			70					
Acadia/Bakersfield/Corona***										5			86					
UNDECLARED UNDERGRADUATE							160			144			167					
TOTALS	2881	492	150.3	2998	628	157.3	3170	576	158.5	3209	681	160.9	3445	742	165.9	3518		180.2

\*Joint major split between two Departments/Schools  
 \*\*Faculty FTE included in School of Education, Graduate San Diego location  
 \*\*\*Corona added 2005  
 \*School of Business only beginning 2005

## Undergraduate Courses and Units Offered for General Education Requirements by Departments and Schools

<u>Listing by Department and School</u>	<u>Courses</u>	<u>Units</u>
School of Business	2	6
Art and Design	4	11
Biology	7	28
Chemistry	3	13
Communication and Theatre	2	5
<b>FAMILY AND CONSUMER SCIENCES</b>	<b>1</b>	<b>3</b>
History and Political Sciences	4	13
Kinesiology	3	4
Literature/Journalism/Modern Languages	16	52
Mathematics and Computer Sciences	3	11
Music	2	4
School of Nursing	0	0
School of Theology and Christian Ministry	13	40
Physics and Engineering	4	16
Psychology	2	7
Sociology and Social Work	2	6
School of Education	0	0

<u>Listings by Rank of Greatest Number of Courses Offered</u>	<u>Courses</u>
Literature/Journalism/Modern Languages	16
School of Theology and Christian Ministry	13
Biology	7
Art and Design	4
History and Political Sciences	4
Physics and Engineering	4
Chemistry	3
Kinesiology	3
Mathematics and Computer Sciences	3
School of Business	2
Communication and Theatre	2
Music	2
Psychology	2
Sociology and Social Work	2
<b>FAMILY AND CONSUMER SCIENCES</b>	<b>1</b>
School of Nursing	0
School of Education	0

Listing by Rank of Greatest Number of Units Offered

Units

Literature/Journalism/Modern Languages	52
School of Theology and Christian Ministry	40
Biology	28
Physics and Engineering	16
Chemistry	13
History and Political Sciences	13
Art and Design	11
Mathematics and Computer Sciences	11
Psychology	7
School of Business	6
Sociology and Social Work	6
Communication and Theatre	5
Kinesiology	4
Music	4
<b>FAMILY AND CONSUMER SCIENCES</b>	<b>3</b>
School of Nursing	0
School of Education	0

## Faculty Unit Load by Year

<b>Full Time Faculty</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Sandy Foster	26	22	21
Nancy K Murray	23	26	24
Susan Rogers	21*	27	27
Cindy Swann	27	28	23
Kay Wilder	32	27	29
<b>Adjunct Faculty</b>			
Amber Bradley	0	3	9
Margaret Peterson	20	20	24

\* adjunct faculty this academic year

## Total Units Taught by Year

<b>Academic Year</b>	<b>Total Yearly Units Taught</b>
2001-2002	105
2002-2003	116
2003-2004	126
2004-2005	143
2005-2006	149
2006-2007	153
2007-2008	157

## Staffing Analysis 2005-2006 through 2007-2008

	Units Taught	Official FT Faculty Slots	Official FT Slot Units (%)	Official Adjunct Slot Units (%)	Actual FT Units (%)*	Actual Adjunct Units (%)
2005-2006	149	4	96	53	108	41
			64%	36%	72%	28%
		<b>Full-Time Faculty</b>				
					32	
					26	
					23	
					27	
		<b>Adjuncts</b>				
						20
						21
2006-2007	153	4	96	57	130	23
			63%	37%	85%	15%
		<b>Full-Time Faculty</b>				
					27	
					27	
					26	
					28	
					22	
		<b>Adjuncts</b>				
						20
						3
2007-2008	157	4	96	61	124	33
			61%	39%	79%	21%
		<b>Full-Time Faculty</b>				
					29	
					27	
					24	
					23	
					21	
		<b>Adjuncts</b>				
						24
						9

\* Includes FT faculty overloads and load covered by Sandy Foster (phasing into retirement, Fall 2006)

## Family and Consumer Sciences FTE

<u>Academic Year</u>	<u>FTE</u>
2001-2002	4.2
2002-2003	4.2
2003-2004	4.4
2004-2005	4.9
2005-2006	5.5
2006-2007	5.6



**Department Operating Budget and Actual Expenses  
2001-2002 through 2006-2007**

<u>Year</u>	<u>Operating Expense Budget</u>	<u>Actual Expenses</u>	<u>Difference</u>
2006-2007	15,316	16,172	(856)
2005-2006	12,816	14,069	(1,253)
2004-2005	12,816	15,427	(2,611)
2003-2004	12,604	12,885	(281)
2002-2003	12,405	13,405	(1,000)
2001-2002	12,210	14,464	(2,254)

**Department Operating Expense Budget  
with  
Budget Dollar per Unit Taught by Year**

**2001-2002 through 2007-2008**

<b>Academic Year</b>	<b>Total Yearly Units Taught</b>	<b>Operating Expense Budget</b>	<b>Budget Dollar Per Unit Taught</b>	<b>Actual Dollar Difference from Previous Year</b>	<b>Percent Difference From Previous Year</b>
2001-2002	105	12,210	\$116.28	\$	%
2002-2003	116	12,405	106.93	(9.35)	(12.4%)
2003-2004	126	12,604	100.03	(6.90)	(6.5%)
2004-2005	143	12,816	89.62	(10.41)	(10.4%)
2005-2006	149	12,816	86.01	(3.61)	(4.0%)
2006-2007	153	15,316	100.10	14.09	16.4%
2007-2008	157	15,562	99.12	(.98)	(1.0%)

**SECTION 10**

**Description of Department Faculty**

## Faculty Description

There are five full-time and two adjunct dedicated faculty within the Department of Family and Consumer Sciences. The 87 years of accumulated service by the department faculty is a testimony to the stability and commitment of the department faculty. The quality and effectiveness of the FCS faculty is clearly evidenced by their academic preparation, work experiences, community service and faculty evaluations. Evaluation of academic effectiveness is in the form of self, student, peer and chair evaluations. Recent examples of evaluations for each faculty member appear in Appendix C. It is clearly evident that the faculty is committed to excellence in the classroom as they relate their knowledge in a theoretical, practical and "hands-on" approach.

Professional involvement is important to the FCS department. Faculty members actively participate at the local, state and national levels of their professional organizations, including all seven faculty members belonging to the American Association of Family and Consumer Sciences. Their commitment ranges from holding offices to giving presentation at conferences, seminars and communities throughout Southern California. A complete summary of each faculty member's résumé with education, experience and involvement is available in Appendix M.

The faculty incorporate a variety of instructional methods to address the many learning modes of students, such as laboratory experiences, field trips, in-class small group work, individual and group presentations, class discussion and lecture. Faculty routinely encourage personalized discourse in the classroom which is an ideal environment for student learning. The advising load for the department faculty is an average 26:1 ratio; however, some faculty may advise up to 60 students during the two-week pre-registration period each semester. Five full-time faculty are responsible for advising at least one-hundred forty students during the "priority" registration weeks of fall and spring semesters. In addition, the faculty keep an "open door" policy for students, a steady stream of informal "drop-in" advising continues weekly throughout the year. When students from the Department of Family and Consumer Sciences are asked to rate the benefit from the time spent with their advisors, the majority response is "Very helpful."

Presently, the teaching units for the department totals 153; in the Fall 2007 there will be 157 units. For several faculty members, the number of course preparations per year is heavy for the unit load. The load ranges from three to ten separate course content areas to prepare each year. The FCS department faculty's heavy teaching and advising load is supported by only one Department Assistant working 32 hours per week. To best serve the students, department and faculty, an increased work schedule of 40 hours per week for ten months per year should be strongly considered for the Department Assistant's position.

The following pages describe the number of distinct preparations for each faculty member.

**Number of Distinct Teaching Preparations  
During a Two-Year Cycle**

<u>Full Time Faculty</u>	<u>Total Preparation</u>
Sandy Foster	6
Nancy K. Murray	12
Susan Rogers	5
Cindy Swann	6
Kay Wilder	9
 <u>Adjunct Faculty</u>	
Amber Bradley	1
Margaret Peterson	5

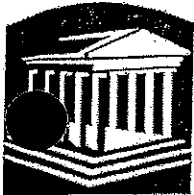
## Present Teaching Preparations During a Two-Year Cycle

<u>Full Time Faculty</u>	<u>Teaching Content Areas</u>	<u>Units</u>
Sandy Foster	FCS 120 Child and Adolescent Development	4
	FCS 150 Human Development	3
	FCS 230 Personal Resource Management	2
	FCS 350 Consumer Economics	2
	FCS 385 Family and Parenting	2
	FCS 420 Child Development in the Family and Community	4
Nancy K. Murray	FCS 115 Fundamentals of Interior Design	3
	FCS 130 Fashion Industry	2
	FCS 140 History of Costume	2
	FCS 200 Computer-Aided Design	2
	FCS 320 Advance Housing Environments	3
	FCS 360 Interior Design Materials	2
	FCS 370 Apparel in Human Behavior Culture	2
	FCS 375 Visual Presentation and Display	3
	FCS 380 Fashion Merchandising	2
	FCS 395 History of Design	2
	FCS 400 Flat Pattern Making	3
FCS 405 Textile Sciences	3	
Susan Rogers	FCS 150 Human Development	3
	FCS 310 Early Childhood Education	4
	FCS 355 Development of Special-Needs Children	3
	FCS 460 Administration in Supervision ECED	4
	FCS 470 Practicum in Child Development	3
Cindy Swann	FCS 110 Fundamentals of Food	3
	FCS 335 Nutrition Research through Life Cycle	2
	FCS 365 Advanced Nutrition	3
	FCS 415 Medical Nutrition Therapy	4
	FCS 435 Food Service Management	3
	FCS 455 Food Science	3

## Faculty Teaching Preparations During a Two-Year Cycle

continued

<u>Full Time Faculty</u>	<u>Teaching Content Areas</u>	<u>Units</u>
Kay Wilder	FCS 220 Problems of Family Housing	2
	FCS 305 Life Cycle Nutrition	4
	FCS 315 Personal, Family, and Community Health	3
	FCS 416 Secondary School Methods	2
	FCS 425 Child Nutrition	4
	FCS 475 Internship in Child Development	
	FCS 480 Internship in FCS Internship	1
	FCS 490 FCS Special Studies	
	FCS 497 FCS Senior Seminar	2
<u>Adjunct Faculty</u>		
Amber Bradley	FCS 105 Apparel Construction	3
Margaret Peterson	FCS 225 Fundamentals of Nutrition	3
	FCS 325 Food Economics and Culture	4
	FCS 330 Community Nutrition	3
	FCS 340 Nutrition in Women's Well-Being	2
	FCS 445 Catering	3



**Point Loma Nazarene University  
Faculty Assignments**

6th Draft  
8/24/2006

*Note: Please e-mail to your dean.*

POINT LOMA  
NAZARENE  
UNIVERSITY

Department		Family and Consumer Sciences		Fall Total Units	Spring Total Units	Grand Total Units
Academic Year or Summer		2006-2007		77	76	153
Name	Courses and Teaching Units					Total Units
	Fall		Spring			
	Courses	Units	Courses	Units		
Sandy Foster	FCS 120 Child & Adolescent Dev FCS 150 Human Development FCS 230 Personal Resource Mgmt FCS 385 Family and Parenting	4 3 2 2	FCS 150 Human Development FCS 230 Personal Resource Mgmt FCS 385 Family and Parenting FCS 420 Child Dev in Fam & Com	3 2 2 4		
		11			11	22
Nancy K. Murray	FCS 105 Apparel Construction FCS 115 Fund of Interior Design FCS 130 Fashion Industry FCS 200 Computer-Aided Design FCS 375 Vis Pres and Display	3 3 2 2 3	FCS 200 Intro to Housing & PashCAD FCS 320 Adv Housing Environments FCS 370 Apparel in Hum Behav Cult. FCS 400 Flat Pattern Making FCS 405 Textile Sciences	2 3 2 3 3		
		13			13	26
Cindy Swann	FCS 110 Fund of Food FCS 110 Fund of Food FCS 455 Food Science FCS 365 Advance Nutrition Director of Dietetics	3 3 3 3 3	FCS 110 Fund of Food FCS 110 Fund of Food FCS 415 Med Nutrition Therapy Director of Dietetics	3 3 4 3		
		15			13	28
Susan Rogers	FCS 310 Early Childhood Ed. FCS 470 Practicum in Child Dev Academic Director ECLC New Faculty Seminar	4 3 2 3	FCS 150 Human Development FCS 355 Dev of Special Need Children FCS 460 Adm & Supv Early Child Ed FCS 470 Practicum in Child Dev Academic Director ECLC	3 3 4 3 2		
		12			15	27
MargaretWing- Peterson	FCS 225 Fund of Nutrition FCS 340 Nutrition Issues FCS 445 Catering	3 2 3	FCS 225 Fund of Nutrition FCS 225 Fund of Nutrition FCS 325 Food Economics & Culture FCS 340 Nutrition Issues	3 3 4 2		
		8			12	20
Amanda Bradley	FCS 105 Apparel Construction	3				
		3				3
Kay Wilder	FCS 305 Life Cycle Nutrition FCS 315 Pers, Fam & Com Health FCS 475 Intern in Child Develop FCS 480 Intern in Fam Con Sci FCS490 Special Studies in FCS FCS 497 FCS Senior Seminar Chair	4 3 1 1 2 5	FCS 315 Pers, Fam & Com Health FCS 416 Sec School Methods in FCS FCS 425 Child Nutrition FCS 475 Intern in Child Develop FCS 480 Intern in Fam Con Sci FCS 490 Special Studies in FCS FCS 497 FCS Senior Seminar	3 2 4 1 1 2		
		15			12	27





Point Loma Nazarene  
University  
Faculty Assignments

8th Draft  
6/12/2007

Note: Please e-mail to your dean.

POINT LOMA  
NAZARENE  
UNIVERSITY

Department		Fall Total Units	Spring Total Units	Grand Total Units	
Family and Consumer Sciences		81	76	157	
Academic Year		2007-2008			
Name	Courses and Teaching Units				Total Units
	Fall		Spring		
Courses	Units	Courses	Units		
Sandy Foster	FCS 120 Child & Adolescent Dev FCS 230 Personal Resource Mgmt FCS 350 Consumer Economics FCS 385 Family and Parenting	4 2 2 2	FCS 150 Human Development FCS 230 Personal Resource Mgmt FCS 385 Family and Parenting FCS 420 Child Dev in Fam & Com	3 2 2 4	
		10	11	21	
Nancy K. Murray	FCS 115 Fund of Interior Design FCS 130 Fashion Industry FCS 200 Computer-Aided Design FCS 360 Interior Des Materials FCS 375 Visual Pres and Display	3 2 2 2 3	FCS 140 History of Costume FCS 380 Fashion Merchandising FCS 395 History of Design FCS 400 Flat Pattern Making FCS 405 Textile Sciences	2 2 2 3 3	
		12	12	24	
Margaret Peterson	FCS 225 Fund of Nutrition FCS 330 Community Nutrition FCS 340 Nutrition FCS 325 Food Economics & Culture	3 3 2 4	FCS 225 Fund of Nutrition FCS 225 Fund of Nutrition FCS 325 Food Economics & Culture FCS 340 Nutrition Issues	3 3 4 2	
		12	12	24	
Susan Rogers	FCS 150 Human Development FCS 310 Early Childhood Ed FCS 470 Practicum in Child Dev Academic Director of ECLC	3 4 3 2	FCS 150 Human Development FCS 355 Dev of Special Needs Child FCS 460 Admin in Supervision FCS 470 Practicum in Child Dev Academic Director of ECLC	3 3 4 3 2	
		12	15	27	
Cindy Swann	FCS 110 Fund of Food FCS 110 Fund of Food FCS 435 Food Service Management Director of Dietetics	3 3 3 3	FCS 110 Fund of Food FCS 110 Fund of Food FCS 335 Nutrition Research Director of Dietetics	3 3 2 3	
		12	11	23	
Kay Wilder	FCS 220 Prob in Family Housing FCS 305 Life Cycle Nutrition FCS 315 Personal Fam Com-Health FCS 475 Child Dev Internship FCS 480 FCS Internship FCS 490 Special Studies FCS 497 Senior Seminar Chair	2 4 3 1 1 2 5	FCS 315 Pers Fam Com Health FCS 416 Secondary School Methods FCS 425 Child Nutrition FCS 475 Child Dev Internship FCS 480 FCS Internship FCS 490 Special Studies FCS 497 Senior Seminar	3 2 4 1 1 2	
		17	12	29	
Amber Bradley	FCS 105 Apparel Construction	3	FCS 105 Apparel Constructon	3	
<del>Amber Bradley</del>	<del>FCS 105 Apparel Construction</del>	<del>3</del>	<del>FCS 105 Apparel Constructon</del>	<del>3</del>	
		6	3	9	

**SECTION 11**

**Department Strengths and Weaknesses**

## Department Strengths and Weaknesses

### Strengths

- A comprehensive program in Family and Consumer Sciences which includes all five content areas of the discipline thus, provides students with a diverse and holistic experience in their academic endeavors and professional opportunities.
- A highly educated and effective faculty who enjoy teaching and guiding students during their academic years at the University and into their graduate studies and professional careers. The faculty has contributed a combined total of 87 years of service to PLNU within the department. In addition, this faculty has achieved more than 210 years of professional experience in family and consumer sciences.
- Faculty commitment to an “open door” policy for all students, allowing for academic and personal advising throughout the day.
- A cohesive department faculty who works as a team, demonstrates open dialogue with each other and is dedicated to serving students.
- A department faculty with diverse backgrounds, each bringing individual strengths to their content areas in family and consumer sciences.
- Department faculty who are involved in local and national professional organizations to act as mentors and role models for students who are beginning their careers.
- Consistent average enrollment of over 125 students majoring in the department. Since 2001, there has been an increase of 35% in the number of students majoring in the department with 139 students in Spring 2007.
- A “case management” type of system to maintain current advising files for each student, including: semester plans, four-year advising guides with faculty notations, internship project forms, and faculty recommendations. Advising files are housed in the department office and faculty members have daily access.

- An effective early childhood laboratory preschool, Early Childhood Learning Center (ECLC). The ECLC provides students with opportunities for observation and field experiences with young children. The professors and staff at the ECLC bring together theoretical foundation and practical application and guide students in their ability to work with young children.
- A Dietetics program with “developmental accreditation” from the American Dietetic Association’s Commission on Accreditation/ Approval for Dietetics Education (CADE). A site visitation by CADE will occur during the 2008-2009 academic year.
- Strong growth in four programs, with an increase of 52% over the past six years observed in two programs, *Fashion Merchandising* and *Housing and Interior Environments*. In the same six years, enrollment in the Dietetics program has tripled in size (312% increase) and the *Nutrition and Food* program has increased by 77%.
- The department contribution of one General Education course in the division of *Physical Fitness and Nutrition*. *FCS 315 (3) Personal, Family and Community Health* has been included in the GE curriculum since fall of 1992.
- Based on faculty consensus, strong leadership from the department chairperson, who has a history of dedicated service to the university and a strong vision for the future of family and consumer sciences.
- Positive support from the University’s administrators, including the academic administrator directly responsible for the Department of Family and Consumer Sciences, Dr. Rebecca Havens, Vice Provost for Educational Effectiveness and Dean of the College of Social Sciences and Professional Studies.

## Weaknesses

- Limited operation expense budget allotted to a department that serves a growing student enrollment (spring 2007). Teaching theoretical foundation with application and skill- building requires materials and equipment.
- A heavy number of distinct teaching preparations necessary every year for each semester. For example, the preparation load for full-time and adjunct faculty ranges from three to ten for the academic year 2007-2008.  
*courses*
- Only four officially approved full-time teaching positions approved by the University administration, thus requiring heavy distinct teaching preparations and overloads in teaching assignments.
- Only one course in the General Education curriculum. Other courses from the department would fulfill the *Natural World*, the *Personal Development and the Social World* divisions, respectively Fundamentals of Nutrition and Human Development. The content of both courses support the University's core value of "the development of students as whole persons."
- Extremely limited facilities for office space and updating of equipment in Evans Hall to meet department needs and serve students appropriately. As many as ten students come into the FCS administrative office at any time; space for seating and/or assistance is less than that available across the campus. Outer office space is cramped with the copy machine and filing cabinets in rooms across the courtyard. Efficiency in time and work productivity is hindered.

**SECTION 12**

**Department Five-Year Plan**

## Department Five-Year Plan

The following five-year plan of action is the intended direction for the Department of Family and Consumer Sciences. Some of the actions listed may be moved into another year for budgetary and time constraints.

### Annually

- Meet with the personnel of the Admissions Office and Academic Advising to review department's FCS programs and career directions.
- Review curricular needs in each program offered within the department.
- Review and request equipment, materials and resources needed by the department.
- Meet with Department Advisory Council fall and spring.

### Year One 2007-2008

- Review recommendations from the Program Review visitation team and set timelines for each recommendation.
- Prepare curriculum proposals to Academic Policies Committee (APC) for approval by October 1.
- Complete documents and preparation for the visitation by the accreditation team from the American Dietetics Association Commission of Approval/Accreditation for Dietetics Education (CADE).
- Establish a department advisory council and meet in the spring of 2008.
- Develop a plan announcing portfolio development and internship opportunities each year to enable students to effectively plan during their senior year; and disseminate the portfolio guidelines to students beginning their freshman year.
- Review the State of California, Teacher Credentialing requirements for the Single-Subject Teaching credential in Family and Consumer Sciences/Home Economics; and revise the requirements for the Family and Consumer Sciences major which prepares students for teaching secondary education in FCS/HEC.

### Year Two 2008-2009

- Increase one full-time faculty position in nutrition/dietetics.
- Increase adjunct faculty needs in fashion merchandising, interior design and child development.
- Develop a plan for increasing outside resources for department scholarships.
- Develop a department student handbook.

### Year Three 2009-2010

- Review and analyze trends and societal issues that will influence curriculum changes and careers within the specializations of Family and Consumer Sciences.

### Year Four 2010-2011

- Develop alumni survey questionnaire.
- Prepare curriculum proposals for curriculum changes.
- Develop a plan for an NAEYC accreditation of the Early Childhood Learning Center (ECLC), including a self-study.

### Year Five 2011-2012

- Disseminate alumni survey and analyze data.
- Present curriculum proposal to Academic Policy Committee for approval by October 1.
- Begin implementation of the plan for achieving the NAEYC accreditation of the ECLC



**SECTION 13**  
**Department Recommendations**

## Department Recommendations

1. Increase General Education courses from the Department of Family and Consumer Sciences.

Courses in the Department of Family and Consumer Sciences are under-utilized within General Education. Only one course, FCS 315 (3) Personal, Family and Community Health, is available as an option in a General Education (GE) section requirement. Universities and colleges across the United States allow courses in nutrition science such as FCS 225 (3) Fundamentals of Nutrition to fulfill the GE section requirement in *Sciences/Natural World*, and FCS 150 (3) Human Development to fulfill the GE section requirements in *Personal Development* or *Social World*.

2. Evaluate the appropriateness of changing the concentrations of 1) Family and Consumer Sciences, 2) Fashion Merchandising, 3) Housing and Interior Environments, 4) Food Service Management and 5) Nutrition and Health into separate majors.

Through the recent strengthening of content in each concentration and fulfillment of proposed changes outlined in this document, these programs will meet the criteria for an academic major. These specializations are commonly offered as majors in most higher education institutions across the United States. In fact, the research completed for this Program Review did not find any university or college listing these specializations as a "concentration." Prospective students and incoming students have reported they could not find these content areas being taught except through "word of mouth" and that concentrations "do not have the significance of a major."

3. To require all Child Development majors to be fingerprinted using the Index Identification Services.

The fingerprinting of all students majoring in Child Development will ensure the safety of children enrolled at the Early Childhood Learning Center (ECLC). University students are required to be at numerous early childhood facilities as part of their field experience for various child development courses. Having fingerprints on file at the ECLC will allow the transfer of the fingerprints to other sites throughout the San Diego community and will provide a much needed service for the University students.

4. Increase the faculty within the department to five full-time members and continue adjunct faculty for the balance of the unit/course load. The full-time member will be in nutrition/dietetics, and at least one adjunct professor in housing and interiors will be needed to cover the additional course content and unit increase.

The Dietetics major has been "developmentally approved" by the American Dietetic Association, and the ADA encourages having more than one full-time faculty member teaching the variety of courses required to have an accredited program. Dietetics education encompasses clinical diet therapy, food service management, food science and community nutrition, as well as education and research topics.

Due to the breadth of course content and unit increase in the interior design major, an adjunct professor will be needed to cover the additional load.

One full-time faculty member cannot be an expert in all the content areas; hence, the importance of this recommendation.

5. Equip Evans Hall 121 and 122 with up-to-date media equipment.

Due to the diverse subject areas, wide variety of teaching methods utilized and technologies needed for effectively teaching courses in child development, nutrition, fashion and interior/housing, the following equipment is requested: a LCD projector (3000 lumens), document camera, wall-mounted speakers, electric projection screen, podium, wall-mounted control box and DVD/video player.

6. Increase yearly department budget by 25% over the next five years.

There is a critical need to make up for the budget deficit of the past seven years. The regular purchase of educational materials, laboratory supplies and equipment must occur if the students are to be provided the highest quality learning experiences. Yearly funding is also required to continue to survey alumni for insight into ways the department can grow and improve. Funds to maintain the Dietetics program with the affiliation of the American Dietetics Association and ADA's CADE commission is a priority for the ongoing Dietetics program and to further the students' education in an internship program or graduate studies.

Additional increase in the following line items are recommended below. It is important to note that large equipment needs are not included in PLNU department budgets; thus, there is not a line item listed for these.

- # 404 Supplies
- # 406 Postage
- # 602 Telephone
- # 702 Institution Membership
- # 704 Travel – Meals and Lodging
- # 706 Workshop-Seminars
- # 798 Travel-Auto-Air
- # 804 Department Copier
- # 810 Department Media
- # 812 Department Bookstore Charge
- # 910 Books
- # 911 Periodicals

7. Reallocating increased space and redesigning the north wing of Evans Hall for use as full office space by the Department of Family and Consumer Sciences.

The department is now supporting and advising 139 students (Spring 2007) who are majoring in the Department of Family and Consumer Sciences. Equipment and supplies such as copy machine, filing cabinets, resource materials and office materials are located or stored in small rooms or closets throughout Evans Hall. Department office space is insufficient and ineffectively designed for best functionality for physical efficiency and quality of health.

Restrooms share common walls with the offices of a faculty member and the department chair and are inadequately soundproofed. Consequently, toilet flushing and conversations, as well as other sounds can be heard in the two offices. In addition, at times faculty and student conversations within the faculty offices can be heard in the restrooms.

Many offices and classrooms have heating and ventilation problems; in some offices there are no heat sources except for a space heater. In the fall, spring and summer the temperature will climb to 85 to 90 degrees in the classrooms, making it difficult for a positive learning environment. Mildew accumulation and non-functioning windows create real health concerns for students, staff and faculty. This is not the standard across the University in other academic buildings.

The lighting in the classrooms and offices flicker, hum and distract from optimal learning. Students complain about harsh light, glare, eye strain, headaches and uneven color perception. The lighting has never been updated since it was installed 45 years ago.

Except for the remodeling project in 1998 in Evans 112 and the cosmetic reflooring and wall resurfacing in the restrooms in Summer 2006, the classrooms and offices in the building have not seen much change since Evans Hall was first constructed in 1960. Requests for improvements have not yet been fulfilled.

8. Develop a plan for offering one graduate program, Master's of Arts in Family and Child, and an internship program in Dietetics.

Few Christ-centered graduate programs with a developmental approach in child and family are available in Southern California. There is a continuing need for graduate programs that serve professionals who work with children and families and who seek a graduate education for advancement in their careers. Over the years, graduates of the Department of Family and Consumer Sciences has expressed a need for further education in the field of child and family within the Christian context. Potential populations that would be enrolling are preschool directors, Christian education directors, elementary school teachers and social services professionals who serve families and children.

Internship programs in Dietetics are in high demand. Only 50% of those applicants that are eligible for an internship program find placement because of the limited number of internship programs available in the United States. San Diego County illustrates the limited number of

internship programs available to graduates of local Dietetics/Nutrition programs; only two ADA-accredited options are available. Dietetic internships are nine to ten month post-baccalaureate programs that provide the Dietetics graduate with the supervised practice needed in diverse settings, including acute medical/clinical care, long-term care, community health and food service management. Providing qualified PNLU Dietetic graduates and other qualified graduates from across the country with an internship program would allow students to complete requirements in preparation for the national Registered Dietitian certification exam. Providing a Christ-centered internship program that emphasizes moral and ethical principles would be very desirable for students graduating from Christian-based academic institutions in Dietetics.

9. Implement the Five-Year Plan beginning in the fall of 2007 after the Program Review, incorporating the recommendations of the site visitation team.

The Plan is located on page 120 of this document.

**SECTION 14**

**Appendices**

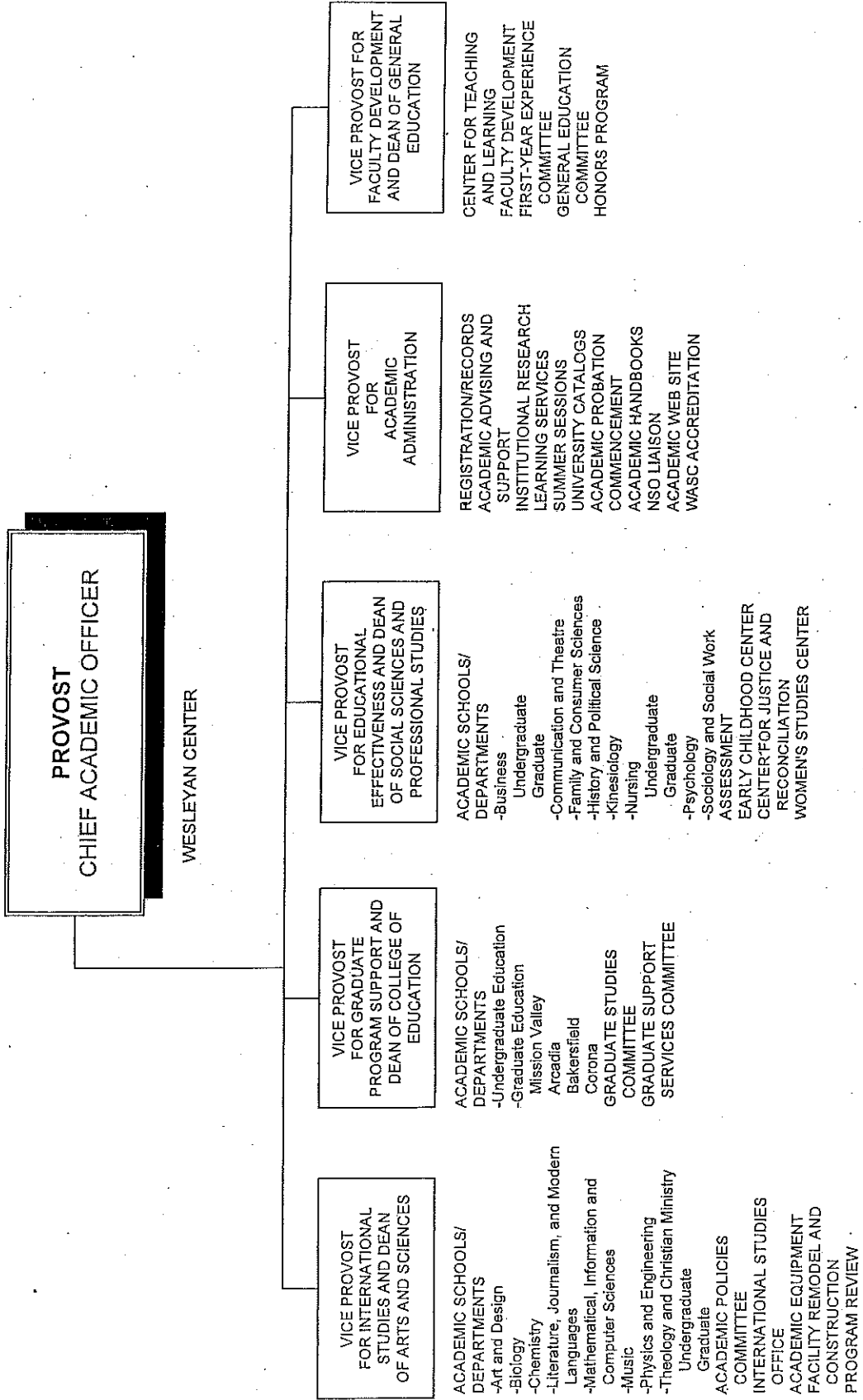
**Appendix A**

**Organizational Chart of Point Loma Nazarene University**



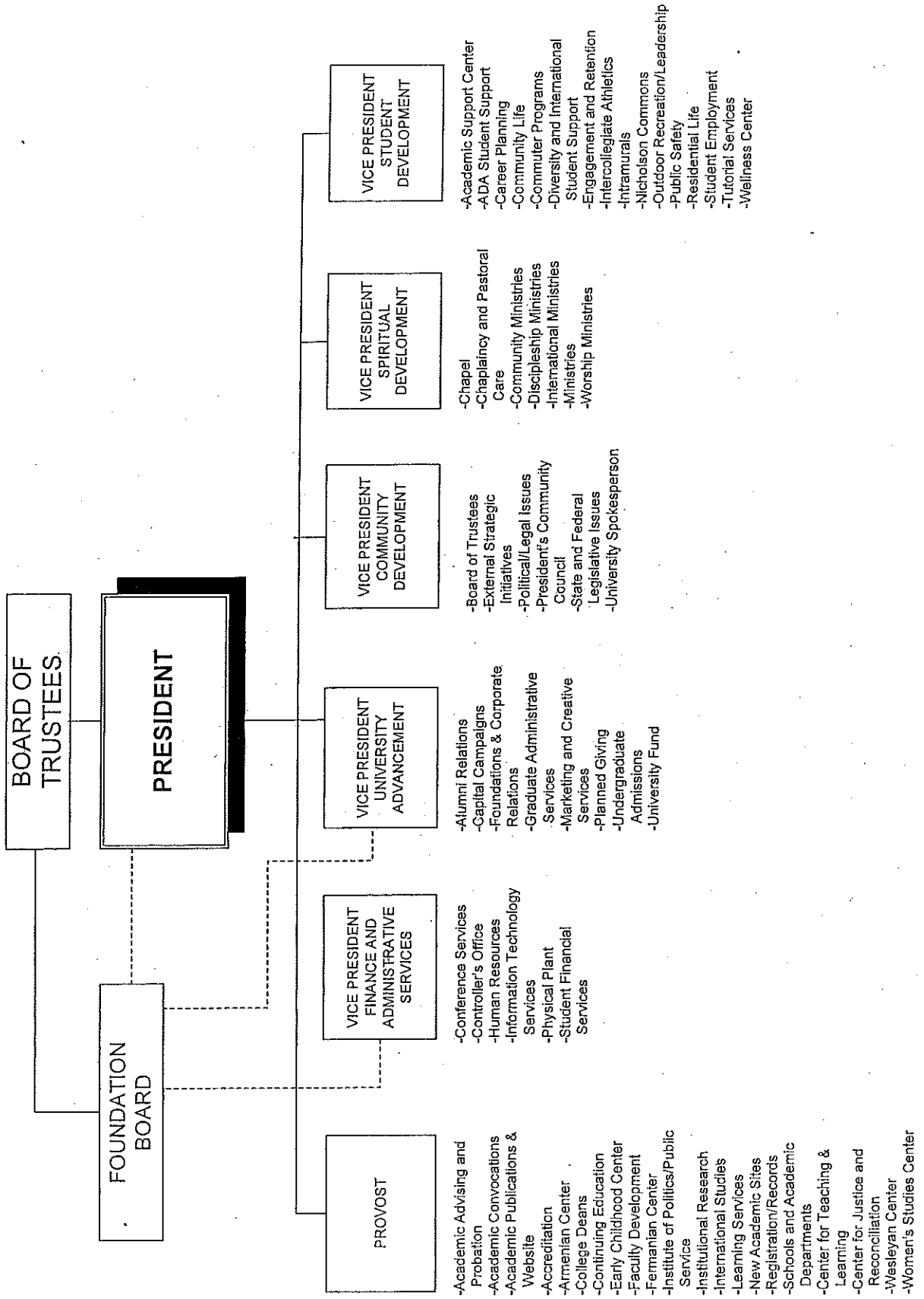
# POINT LOMA NAZARENE UNIVERSITY

## Administrative Structure ACADEMIC AFFAIRS



# POINT LOMA NAZARENE UNIVERSITY

## Administrative Structure



**Appendix B**

**Faculty Handbook – Professional Ethics**

# Office of Academic Affairs - Faculty Handbook

P O I N T L O M A N A Z A R E N E U N I V E R S I T Y

> Home > Academic Affairs > Faculty Site > Faculty Handbook: Table of Contents > Faculty Handbook Responsibilities

## V. FACULTY RESPONSIBILITIES

<p><b>A Attendance at University Functions</b></p> <ol style="list-style-type: none"> <li>1. Chapel</li> <li>2. Spiritual Renewal Week and Convocations</li> <li>3. New Faculty Seminar</li> <li>4. Faculty Fall Convocation</li> <li>5. Commencement Activities</li> </ol>	<p><b>E Necessary Absences</b></p> <ol style="list-style-type: none"> <li>1. Illness</li> <li>2. Planned Absences</li> </ol>
<p><b>B Course Syllabi</b></p>	<p><b>F Office Hours</b></p>
<p><b>C Devotions in Class</b></p>	<p><b>G Professional Ethics</b></p>
<p><b>D Meeting of Classes</b></p>	<p><b>H Substance Abuse Policy</b></p>
	<p><b>I Harassment</b></p>

| [Brief Contents](#) | [Full Contents](#) | [Index](#) |

# Office of Academic Affairs - Faculty Handbook

P O I N T L O M A N A Z A R E N E U N I V E R S I T Y

> Home > Academic Affairs > Faculty Site > Faculty Handbook: Table of Contents > Faculty Handbook Responsibility > Professional Ethics

## ***G. PROFESSIONAL ETHICS***

In the performance of the classroom functions of the faculty member, certain practices are widely accepted as representing proper professional standards. These include:

1. Conscientious preparation for each class session;
2. Beginning classes on time and continuing through to the end of the period, yet dismissing promptly when class is concluded;
3. Attention to ambiance, lighting, ventilation, and the reduction of distractions;
4. A persistent effort to employ the best communicative skills, avoiding mistakes in grammar and using clear, non-distracting mannerisms in speech or gestures;
5. Creatively using a variety of teaching methods;
6. Providing timely feedback on student assignments;
7. Attention to personal grooming, neatness of appearance, and pleasing professional choice of wear;
8. Giving adequate and challenging course assignments while avoiding excessively heavy or nonproductive assignments, observing factors of appropriate timing;
9. Cooperation in submitting reports, as required by administration;
10. Caution with respect to fraternization with students while seeking to attain the ideal of a true academic environment;
11. Cultivation by the faculty member of genuine respect for oneself and for the subject which is taught;
12. Refusal to expound on subjects outside the domain of the faculty member's special competence, and confidence in the capabilities of colleagues in their respective disciplines.

| [Brief Contents](#) | [Full Contents](#) | [Index](#) |

**Appendix C**

**Student Evaluation SIR and IDEA Analysis**

# STUDENT INSTRUCTIONAL REPORT II<sup>®</sup>

Enrollment	Admin. Date	Report No.	Batch No.
41	12/06	078289	4013



POINT LOMA NAZARENE UNIVERSITY  
 CLASS REPORT  
 FOSTER FCS 120

## Assessing Courses and Instruction

PERCENTAGES reported below are based on the total number responding, which is: 37

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
1. The Instructor's explanation of course requirements . . .			32	43	19	5		4.03
2. The Instructor's preparation for each class period . . .			54	43	3			4.51
3. The instructor's command of the subject matter . . .	3		57	32	8			4.50
4. The instructor's use of class time . . .			35	49	14	3		4.16
5. The instructor's way of summarizing or emphasizing important points in class . . .			27	24	41	8		3.70
Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.18 The comparative mean for FOUR-YEAR institutions is: 4.23.								

B. Communication <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
6. The instructor's ability to make clear and understandable presentations . . .	3		32	49	8	8		4.08
7. The instructor's command of spoken English (or the language used in the course) . . .	3		89	8				4.92
8. The instructor's use of examples or illustrations to clarify course material . . .			49	46	5			4.43
9. The instructor's use of challenging questions or problems . . .		5	24	38	30	3		3.89
10. The instructor's enthusiasm for the course material . . .	3		70	24	3			4.69
Overall mean for COMMUNICATION is: 4.40 The comparative mean for FOUR-YEAR institutions is: 4.28.								

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
11. The instructor's helpfulness and responsiveness to students . . .			59	27	14			4.46
12. The instructor's respect for students . . .			86	11	3			4.84
13. The instructor's concern for student progress . . .			32	51	16			4.16
14. The availability of extra help for this class (taking into account the size of the class) . . .		8	24	35	30	3		3.88
15. The instructor's willingness to listen to student questions and opinions . . .	3	3	51	38	5			4.49
Overall mean for FACULTY/STUDENT INTERACTION is: 4.37 The comparative mean for FOUR-YEAR institutions is: 4.27.								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## STUDENT INSTRUCTIONAL REPORT II®

<b>D. Assignments, Exams, and Grading</b> <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
16. The information given to students about how they would be graded . . .	3		32	46	16	3		4.11
17. The clarity of exam questions . . .			16	27	41	16		3.43
18. The exams' coverage of important aspects of the course . . .			30	32	32	5		3.86
19. The instructor's comments on assignments and exams . . .	3	11	19	22	38	8		3.59
20. The overall quality of the textbook(s) . . .			62	35	3			4.59+
21. The helpfulness of assignments in understanding course material . . .			38	38	22	3		4.11
<b>Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 3.95    The comparative mean for FOUR-YEAR institutions is: 4.02.</b>								

<b>E. Supplementary Instructional Methods</b> <i>Rate the effectiveness of each practice used as it contributed to your learning.</i>	Omit	Not Used	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
22. Problems or questions presented by the instructor for small group discussions . . .		3	14	57	24	3		xxx
23. Term paper(s) or project(s) . . .		5	16	62	16			xxx
24. Laboratory exercises for understanding important course concepts . . .	19	27	27	24	3			xxx
25. Assigned projects in which students worked together . . .	3		32	38	19	8		xxx
26. Case studies, simulations, or role playing . . .	8	16	22	38	16			xxx
27. Course journals or logs required of students . . .	3	3	19	49	16	11		xxx
28. Instructor's use of computers as aids in instruction . . .	14	51		22	14			xxx
<b>Means are not reported (***) for SUPPLEMENTARY INSTRUCTIONAL METHODS.</b>								

<b>F. Course Outcomes</b> <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
29. My learning increased in this course . . .			16	46	32	5		3.73
30. I made progress toward achieving course objectives . . .			14	49	35	3		3.73
31. My interest in the subject area has increased . . .			24	51	24			4.00
32. This course helped me to think independently about the subject matter . . .		3	24	49	24			4.00
33. This course actively involved me in what I was learning . . .			43	35	19	3		4.19
<b>Overall mean for COURSE OUTCOMES is: 3.93    The comparative mean for FOUR-YEAR institutions is: 3.65.</b>								

<b>G. Student Effort and Involvement</b> <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
34. I studied and put effort into this course . . .			27	35	32	5		3.84
35. I was prepared for each class (writing and reading assignments) . . .			16	35	43	5		3.62
36. I was challenged by this course . . .		3	19	38	35	5		3.72
<b>Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.73    The comparative mean for FOUR-YEAR institutions is: 3.63.</b>								

+ This mean is higher than the comparative mean. See page 4.  
 - This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.



## ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Workload, and Pace <i>Mark the response that is closest to your view.</i>		Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
37. For my preparation and ability, the level of difficulty of this course was . . .			3	30	62	5	
		Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work load for this course in relation to other courses of equal credit was . . .				19	76	5	
		Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me, the pace at which the instructor covered the material during the term was . . .			3	27	68	3	

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.

I. Overall Evaluation		Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)			19	57	22	3		3.92

OVERALL EVALUATION mean is: **3.92** The comparative mean for FOUR-YEAR institutions is: 3.97.

J. Student Information		Omit	Requirement in Major		College Requirement		Elective	Other	
41. Which one of the following best describes this course for you?			95		3		3		
42. What is your class level?		Omit	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	
			8	35	32	24			
43. Do you communicate better in English or in another language?		Omit	Better in English		Better in Another Language		Equally well in English and Another Language		
			95				5		
44. Sex		Omit	Female			Male			
			97			3			
45. What grade do you expect to receive in this course?		Omit	A	A-	B+	B	B-	C	Below C
		3	19	38	14	16	8	3	

K. Supplementary Questions		Omit	NA	5	4	3	2	1
46. ....								
47. ....								
48. ....								
49. ....								
50. ....								
51. ....								
52. ....								
53. ....								
54. ....								
55. ....								

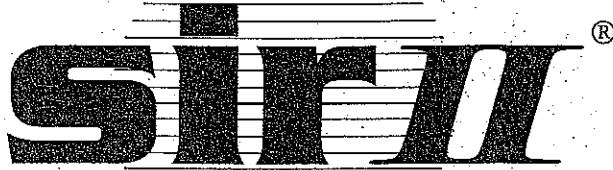
+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

# STUDENT INSTRUCTIONAL REPORT II<sup>®</sup>

Enrollment	Admin. Date	Report No.	Batch No.
21	12/06	078290	4013



POINT LOMA NAZARENE UNIVERSITY  
 CLASS REPORT  
 MURRAY 130

## Assessing Courses and Instruction

PERCENTAGES reported below are based on the total number responding, which is: 18

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
1. The Instructor's explanation of course requirements . . .			50	33	17			4.33
2. The Instructor's preparation for each class period . . .			50	44	6			4.44
3. The instructor's command of the subject matter . . .			72	17	11			4.61
4. The Instructor's use of class time . . .			50	33	17			4.33
5. The Instructor's way of summarizing or emphasizing important points in class . . .			56	33	11			4.64
<b>Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.43 The comparative mean for FOUR-YEAR institutions is: 4.23.</b>								

B. Communication <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
6. The instructor's ability to make clear and understandable presentations . . .			56	33	11			4.44
7. The instructor's command of spoken English (or the language used in the course) . . .			72	17	11			4.61
8. The instructor's use of examples or illustrations to clarify course material . . .	6		33	44	17			4.18
9. The instructor's use of challenging questions or problems . . .			44	22	33			4.11
10. The instructor's enthusiasm for the course material . . .			61	22	11	6		4.39
<b>Overall mean for COMMUNICATION is: 4.35 The comparative mean for FOUR-YEAR institutions is: 4.28.</b>								

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
11. The instructor's helpfulness and responsiveness to students . . .	6		50	22	17	6		4.24
12. The instructor's respect for students . . .			44	28	11	11	6	3.94
13. The instructor's concern for student progress . . .	6		44	22	11	17		4.00
14. The availability of extra help for this class (taking into account the size of the class) . . .			44	33	11	11		4.11
15. The instructor's willingness to listen to student questions and opinions . . .	11		44	17	17	11		4.06
<b>Overall mean for FACULTY/STUDENT INTERACTION is: 4.07 The comparative mean for FOUR-YEAR institutions is: 4.27.</b>								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## STUDENT INSTRUCTIONAL REPORT II®

<b>D. Assignments, Exams, and Grading</b> <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
16. The information given to students about how they would be graded . . .			56	39	6			4.50
17. The clarity of exam questions . . .			28	28	39	6		3.78
18. The exams' coverage of important aspects of the course . . .			61	22	11	6		4.39
19. The instructor's comments on assignments and exams . . .			28	50	22			4.06
20. The overall quality of the textbook(s) . . .			50	39	11			4.39
21. The helpfulness of assignments in understanding course material . . .			50	33	17			4.33
<b>Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 4.24    The comparative mean for FOUR-YEAR institutions is: 4.02.</b>								

<b>E. Supplementary Instructional Methods</b> <i>Rate the effectiveness of each practice used as it contributed to your learning.</i>	Omit	Not Used	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
22. Problems or questions presented by the instructor for small group discussions . . .	17	28	17	28	11			***
23. Term paper(s) or project(s) . . . . .		11	50	28	11			***
24. Laboratory exercises for understanding important course concepts . . .	17	28	28	17	11			***
25. Assigned projects in which students worked together . . . . .	6		33	44	6	11		***
26. Case studies, simulations, or role playing . . .	11	28	17	22	22			***
27. Course journals or logs required of students . . .	11	44	17	22	6			***
28. Instructor's use of computers as aids in instruction . . .	6		61	28	6			***
<b>Means are not reported (***) for SUPPLEMENTARY INSTRUCTIONAL METHODS.</b>								

<b>F. Course Outcomes</b> <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
29. My learning increased in this course . . . . .			33	39	28			4.06
30. I made progress toward achieving course objectives . . .			39	28	33			4.06
31. My interest in the subject area has increased . . .			50	28	17	6		4.22
32. This course helped me to think independently about the subject matter . . .			50	28	17	6		4.22
33. This course actively involved me in what I was learning . . .			56	33	6	6		4.39
<b>Overall mean for COURSE OUTCOMES is: 4.19    The comparative mean for FOUR-YEAR institutions is: 3.65.</b>								

<b>G. Student Effort and Involvement</b> <i>Mark the response that is closest to your view.</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
34. I studied and put effort into this course . . . . .			39	17	44			3.94
35. I was prepared for each class (writing and reading assignments) . . .			50	6	39	6		4.00
36. I was challenged by this course . . . . .			17	17	50	11	6	3.28
<b>Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.74    The comparative mean for FOUR-YEAR institutions is: 3.63.</b>								

+ This mean is higher than the comparative mean. See page 4.  
 - This mean is lower than the comparative mean. See page 4.      For explanation of flagging (\*), see "Number of Students Responding," page 4.

## ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Workload, and Pace <i>Mark the response that is closest to your view.</i>	Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
37. For my preparation and ability, the level of difficulty of this course was . . .			6	72	22	
	Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work load for this course in relation to other courses of equal credit was . . .				78	22	
	Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me, the pace at which the instructor covered the material during the term was . . .			11	83	6	

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.

I. Overall Evaluation	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)	6	33	39	17	6		4.06

OVERALL EVALUATION mean is: **4.06** The comparative mean for FOUR-YEAR institutions is: **3.97**.

J. Student Information	Omit	Requirement in Major	College Requirement	Elective	Other			
41. Which one of the following best describes this course for you?	6	67		28				
42. What is your class level?	Omit	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	
		28	11	28	33			
43. Do you communicate better in English or in another language?	Omit	Better in English	Better in Another Language	Equally well in English and Another Language				
		100						
44. Sex	Omit	Female			Male			
		94			6			
45. What grade do you expect to receive in this course?	Omit	A	A-	B+	B	B-	C	Below C
		39	50	11				

K. Supplementary Questions	Omit	NA	5	4	3	2	1
46. ....							
47. ....							
48. ....							
49. ....							
50. ....							
51. ....							
52. ....							
53. ....							
54. ....							
55. ....							

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

**ROGERS, S**  
**POINT LOMA NAZARENE UNIVERSITY**

Human Sciences/Family & Consumer Sciences 0310  
 TU 10:00  
 Fall 2006-2007



To learn more, see the Interpretive Guide: [www.idea.ksu.edu/diagnosticguide.pdf](http://www.idea.ksu.edu/diagnosticguide.pdf)

There were 10 students enrolled in the course and 9 students responded. Your results are considered **unreliable** because the number responding is so small. The 90% response rate indicates that results are **representative** of the class as a whole.

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

**Your Average Scores**

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Ten objectives were selected as relevant (Important or Essential -see page 2)	4.2	4.4
<b>Overall Ratings</b>		
B. Excellent Teacher	4.6	4.6
C. Excellent Course	4.7	5.0
D. Average of B & C	4.7	4.8
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.5	4.6

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

**Your Converted Average When Compared to All Classes in the IDEA Database**

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)		
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)						69			63		
Higher Next 20% (56-62)		59			62			59			61
Similar Middle 40% (45-55)	55		56	56							57
Lower Next 20% (38-44)											
Much Lower Lowest 10% (37 or lower)											

**Your Converted Average When Compared to Your:**<sup>2</sup>

Discipline (IDEA Data)	55	60	56	58	60	67	58	63	57	62
Institution	53	57	54	54	60	64	57	59	55	58

IDEA Discipline used for comparison:

Human Sciences/Family & Consumer Sciences

## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.2	4.5	0%	100%
22. Learning fundamental principles, generalizations, or theories	Essential	4.7	5.0	0%	100%
23. Learning to apply course material (to improve thinking, problem solving, and decisions)	Essential	4.6	4.8	0%	78%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.4	4.7	0%	89%
25. Acquiring skills in working with others as a member of a team	Important	3.4	3.5	11%	44%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.1	4.2	11%	89%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.1	4.2	0%	78%
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Important	4.0	4.2	11%	89%
31. Learning to analyze and critically evaluate ideas, arguments, and points of view	Important	3.8	3.8	11%	78%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	3.7	3.8	0%	56%
<b>Progress on Relevant Objectives</b>		<b>4.2</b>	<b>4.4</b>		

<sup>1</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
54 Similar	61 Higher	52 Similar	60 Higher	52 Similar	58 Higher
65 Much Higher	72 Much Higher	64 Much Higher	71 Much Higher	62 Higher	69 Much Higher
61 Higher	66 Much Higher	59 Higher	65 Much Higher	57 Higher	63 Much Higher
58 Higher	64 Much Higher	57 Higher	65 Much Higher	54 Similar	60 Higher
42 Lower	43 Lower	40 Lower	45 Similar	40 Lower	43 Lower
53 Similar	54 Similar	53 Similar	56 Higher	54 Similar	55 Similar
56 Higher	57 Higher	61 Higher	65 Much Higher	54 Similar	55 Similar
54 Similar	56 Higher	52 Similar	57 Higher	50 Similar	53 Similar
49 Similar	49 Similar	52 Similar	54 Similar	45 Similar	47 Similar
48 Similar	49 Similar	47 Similar	51 Similar	44 Lower	46 Similar
<b>55</b>	<b>59</b>	<b>55</b>	<b>60</b>	<b>53</b>	<b>57</b>

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56-62)  
 Similar = Middle 40% (45-55)  
 Lower = Next 20% (38-44)  
 Much Lower = Lowest 10% (37 or lower)

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.1
34. Amount of work in other (non-reading) assignments	3.7
35. Difficulty of subject matter	3.1

### Student Description

37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	3.1
43. As a rule, I put forth more effort than other students on academic work.	3.2

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
49	Similar	50	Similar	47	Similar
54	Similar	54	Similar	54	Similar
45	Similar	48	Similar	44	Lower

48	Similar	48	Similar	47	Similar
46	Similar	42	Lower	48	Similar
36	Much Lower	30	Much Lower	33	Much Lower

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56-62)  
 Similar = Middle 40% (45-55)  
 Lower = Next 20% (38-44)  
 Much Lower = Lowest 10% (37 or lower)

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- > Review page 2 to identify the objective(s) where improvements are most desirable.
- > Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- > Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- > Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- > Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide ([www.idea.ksu.edu/diagnosticguide.pdf](http://www.idea.ksu.edu/diagnosticguide.pdf)) and in the POD-IDEA Center Notes ([www.idea.ksu.edu/podidea](http://www.idea.ksu.edu/podidea)).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	89%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 30, 31, 32	4.2	89%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	4.8	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 30, 31, 32	4.3	89%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 30, 31	4.2	89%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.7	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.3	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 31, 32	4.2	89%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	89%	

### Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 31	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	4.8	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	78%	

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	4.4	89%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	4.3	89%	Strength to retain
2. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	1	8	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	0	6	3	0	4.3	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	4	4	0	4.3	0.7
4. Demonstrated the importance and significance of the subject matter	0	0	0	2	7	0	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	3	6	0	4.7	0.5
6. Made it clear how each topic fit into the course	0	0	0	2	7	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	1	5	3	0	4.2	0.7
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	5	3	0	4.2	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	1	4	3	0	4.0	1.0
10. Explained course material clearly and concisely	0	0	1	3	5	0	4.4	0.7
11. Related course material to real life situations	0	0	0	2	7	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	1	8	0	4.9	0.3
13. Introduced stimulating ideas about the subject	0	0	0	0	9	0	5.0	0.0
14. Involved students in "hands on" projects such as research, case...	0	0	0	0	9	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	1	5	3	0	4.2	0.7
16. Asked students to share ideas and experiences with others...	0	0	1	5	3	0	4.2	0.7
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	3	6	0	4.7	0.5
18. Asked students to help each other understand ideas or concepts	0	0	1	4	4	0	4.3	0.7
19. Gave projects, tests, or assignments that required original or...	0	0	0	0	9	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	4	4	0	4.3	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

### Notes:

Consider selecting fewer objectives as "Important" or "Essential."

Dept code selected on FIF: 1900

Dept code used for discipline comparison: 1900

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	0	7	2	0	4.2	0.4	54	61	4.0	4.1	4.1
22. Learning fundamental principles, generalizations, or...	0	0	0	3	6	0	4.7	0.5	65	72	3.9	4.0	4.1
23. Learning to <i>apply</i> course material (to improve thinking,...	0	0	2	0	7	0	4.6	0.9	61	66	4.0	4.1	4.2
24. Developing specific skills, competencies, and points of...	0	0	1	3	5	0	4.4	0.7	58	64	4.0	4.1	4.2
25. Acquiring skills in working with others as a member of...	0	1	4	3	1	0	3.4	0.9	42	43	3.9	4.0	4.0
26. Developing creative capacities (writing, inventing,...	0	1	0	5	3	0	4.1	0.9	53	54	3.9	4.0	3.9
27. Gaining a broader understanding and appreciation of...	0	0	2	4	3	0	4.1	0.8	56	57	3.7	3.4	3.9
28. Developing skill in expressing myself orally or in writing	0	2	3	3	1	0	3.3	1.0	NA	NA	3.8	3.7	3.9
29. Learning how to find and use resources for answering questions...	0	0	4	4	1	0	3.7	0.7	NA	NA	3.7	3.7	3.9
30. Developing a clearer understanding of, and...	0	1	0	6	2	0	4.0	0.9	54	56	3.8	3.9	4.0
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas,...	0	1	1	6	1	0	3.8	0.8	49	49	3.8	3.7	4.0
32. Acquiring an interest in learning more by asking my...	0	0	4	4	1	0	3.7	0.7	48	49	3.8	3.8	4.0

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	0	0	8	1	0	0	3.1	0.3	49	NA	3.2	3.1	3.3
34. Amount of work in other (non-reading) assignments	0	0	4	4	1	0	3.7	0.7	54	NA	3.4	3.4	3.4
35. Difficulty of subject matter	0	1	6	2	0	0	3.1	0.6	45	NA	3.4	3.2	3.4

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	0	2	5	2	0	4.0	0.7	NA	NA	3.7	3.9	3.7
37. I worked harder on this course than on most courses I have taken.	0	0	5	4	0	0	3.4	0.5	48	NA	3.6	3.5	3.6
38. I really wanted to take a course from this instructor.	0	0	2	5	2	0	4.0	0.7	NA	NA	3.4	3.5	3.7
39. I really wanted to take this course regardless of who taught it.	1	0	5	3	0	0	3.1	0.9	46	NA	3.3	3.5	3.2
40. As a result of taking this course, I have more positive feelings...	0	0	0	4	5	0	4.6	0.5	62	69	3.9	4.1	4.1
41. Overall, I rate this instructor an excellent teacher.	0	0	1	2	6	0	4.6	0.7	56	56	4.2	4.2	4.3
42. Overall, I rate this course as excellent.	0	0	0	3	6	0	4.7	0.5	62	69	3.9	4.1	4.1
43. As a rule, I put forth more effort than other students on...	0	2	3	4	0	0	3.2	0.8	36	NA	3.6	3.8	3.8

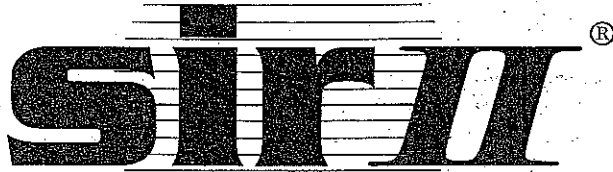
Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



# STUDENT INSTRUCTIONAL REPORT II<sup>®</sup>

Enrollment	Admin. Date	Report No.	Batch No.
9	12/06	078295	4013



POINT LOMA NAZARENE UNIVERSITY  
 CLASS REPORT  
 SWANN FCS 1102

## Assessing Courses and Instruction

PERCENTAGES reported below are based on the total number responding, which is: 8\*

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
1. The instructor's explanation of course requirements . . .			75	25				4.75
2. The instructor's preparation for each class period . . .			75	25				4.75
3. The instructor's command of the subject matter . . .			75	25				4.75
4. The instructor's use of class time . . .			63	38				4.63
5. The instructor's way of summarizing or emphasizing important points in class . . .			50	38	13			4.38
Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.65 The comparative mean for FOUR-YEAR institutions is: 4.23.								

B. Communication <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
6. The instructor's ability to make clear and understandable presentations . . .			50	50				4.50
7. The instructor's command of spoken English (or the language used in the course) . . .			100					5.00+
8. The instructor's use of examples or illustrations to clarify course material . . .			63	38				4.63
9. The instructor's use of challenging questions or problems . . .	13		63	13	13			4.57
10. The instructor's enthusiasm for the course material . . .			63	38				4.63
Overall mean for COMMUNICATION is: 4.66 The comparative mean for FOUR-YEAR institutions is: 4.28.								

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
11. The instructor's helpfulness and responsiveness to students . . .			63	38				4.63
12. The instructor's respect for students . . .			75	25				4.75
13. The instructor's concern for student progress . . .			75	25				4.75
14. The availability of extra help for this class (taking into account the size of the class) . . .		25	38	38				4.50
15. The instructor's willingness to listen to student questions and opinions . . .			88	13				4.88
Overall mean for FACULTY/STUDENT INTERACTION is: 4.70 The comparative mean for FOUR-YEAR institutions is: 4.27.								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## STUDENT INSTRUCTIONAL REPORT II®

<b>D. Assignments, Exams, and Grading</b> <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
16. The information given to students about how they would be graded . . .			38	63				4.38
17. The clarity of exam questions . . .			63	25	13			4.50
18. The exams' coverage of important aspects of the course . . .			63	25	13			4.50
19. The instructor's comments on assignments and exams . . .			38	50	13			4.25
20. The overall quality of the textbook(s) . . .		25			13	13	50	1.50
21. The helpfulness of assignments in understanding course material . . .			50	25	25			4.25
<b>Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 3.90    The comparative mean for FOUR-YEAR institutions is: 4.02.</b>								

<b>E. Supplementary Instructional Methods</b> <i>Rate the effectiveness of each practice used as it contributed to your learning</i>	Omit	Not Used	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
22. Problems or questions presented by the instructor for small group discussions . . .	13	50	13	25				***
23. Term paper(s) or project(s) . . .	13	88						***
24. Laboratory exercises for understanding important course concepts . . .			88	13				***
25. Assigned projects in which students worked together . . .		13	50	38				***
26. Case studies, simulations, or role playing . . .	13	75	13					***
27. Course journals or logs required of students . . .	13	88						***
28. Instructor's use of computers as aids in instruction . . .		13	63	13	13			***
<b>Means are not reported (***) for SUPPLEMENTARY INSTRUCTIONAL METHODS.</b>								

<b>F. Course Outcomes</b> <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
29. My learning increased in this course . . .			38	63				4.38
30. I made progress toward achieving course objectives . . .			25	63	13			4.13
31. My interest in the subject area has increased . . .			50	50				4.50
32. This course helped me to think independently about the subject matter . . .			38	25	38			4.00
33. This course actively involved me in what I was learning . . .			88		13			4.75
<b>Overall mean for COURSE OUTCOMES is: 4.35    The comparative mean for FOUR-YEAR institutions is: 3.65.</b>								

<b>G. Student Effort and Involvement</b> <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
34. I studied and put effort into this course . . .			13	25	38	25		3.25
35. I was prepared for each class (writing and reading assignments) . . .			13	38	38	13		3.50
36. I was challenged by this course . . .			25	13	50	13		3.50
<b>Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.42    The comparative mean for FOUR-YEAR institutions is: 3.63.</b>								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Workload, and Pace <i>Mark the response that is closest to your view.</i>	Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
37. For my preparation and ability, the level of difficulty of this course was . . .				100		
	Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work load for this course in relation to other courses of equal credit was . . .				63	38	
	Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me, the pace at which the instructor covered the material during the term was . . .			25	75		

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.

I. Overall Evaluation	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)		63	38				4.63

OVERALL EVALUATION mean is: **4.63** The comparative mean for FOUR-YEAR institutions is: **3.97**.

J. Student Information	Omit	Requirement in Major	College Requirement	Elective	Other			
41. Which one of the following best describes this course for you?		75		25				
42. What is your class level?	Omit	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	
		38	13	25	25			
43. Do you communicate better in English or in another language?	Omit	Better in English	Better in Another Language	Equally well in English and Another Language				
		100						
44. Sex	Omit	Female			Male			
		100						
45. What grade do you expect to receive in this course?	Omit	A	A-	B+	B	B-	C	Below C
		38	13	38			13	

K. Supplementary Questions	Omit	NA	5	4	3	2	1
46. ....							
47. ....							
48. ....							
49. ....							
50. ....							
51. ....							
52. ....							
53. ....							
54. ....							
55. ....							

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

# STUDENT INSTRUCTIONAL REPORT II<sup>®</sup>

Enrollment	Admin. Date	Report No.	Batch No.
16	12/06	078293	4013

POINT LOMA NAZARENE UNIVERSITY  
 CLASS REPORT  
 KAY WILDER 315



## Assessing Courses and Instruction

PERCENTAGES reported below are based on the total number responding, which is: 13

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
1. The instructor's explanation of course requirements . . .	8		69	23				4.75
2. The instructor's preparation for each class period . . .			85	15				4.85
3. The instructor's command of the subject matter . . .			85	15				4.85
4. The instructor's use of class time . . .			77	23				4.77
5. The instructor's way of summarizing or emphasizing important points in class . . .			54	46				4.54
Overall mean for COURSE ORGANIZATION AND PLANNING is: 4.75 The comparative mean for FOUR-YEAR institutions is: 4.23.								

B. Communication <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
6. The instructor's ability to make clear and understandable presentations . . .			85	8	8			4.77
7. The instructor's command of spoken English (or the language used in the course) . . .			92	8				4.92
8. The instructor's use of examples or illustrations to clarify course material . . .			77	23				4.77
9. The instructor's use of challenging questions or problems . . .			54	38		8		4.38
10. The instructor's enthusiasm for the course material . . .			77	23				4.77
Overall mean for COMMUNICATION is: 4.72 The comparative mean for FOUR-YEAR institutions is: 4.28.								

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
11. The instructor's helpfulness and responsiveness to students . . .			92	8				4.92+
12. The instructor's respect for students . . .			85	15				4.85
13. The instructor's concern for student progress . . .			85	15				4.85
14. The availability of extra help for this class (taking into account the size of the class) . . .			92	8				4.92+
15. The instructor's willingness to listen to student questions and opinions . . .			92	8				4.92
Overall mean for FACULTY/STUDENT INTERACTION is: 4.89 The comparative mean for FOUR-YEAR institutions is: 4.27.								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## STUDENT INSTRUCTIONAL REPORT II®

<b>D. Assignments, Exams, and Grading</b> <i>Think about each practice as it contributed to your learning in this course</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
16. The information given to students about how they would be graded . . .			77	23				4.77
17. The clarity of exam questions . . .			46	23	15	15		4.00
18. The exams' coverage of important aspects of the course . . .			54	8	31	8		4.08
19. The instructor's comments on assignments and exams . . .			54	23	15	8		4.23
20. The overall quality of the textbook(s) . . .			46	31	15		8	4.08
21. The helpfulness of assignments in understanding course material . . .			62	31	8			4.54

**Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: 4.28** The comparative mean for FOUR-YEAR institutions is: 4.02.

<b>E. Supplementary Instructional Methods</b> <i>Rate the effectiveness of each practice used as it contributed to your learning</i>	Omit	Not Used	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
22. Problems or questions presented by the instructor for small group discussions . . .	8	8	15	54	8	8		XXX
23. Term paper(s) or project(s) . . .	15		23	54		8		XXX
24. Laboratory exercises for understanding important course concepts . . .	8	38	23	15	15			XXX
25. Assigned projects in which students worked together . . .	8	38	23	23			8	XXX
26. Case studies, simulations, or role playing . . .	8	54	15	23				XXX
27. Course journals or logs required of students . . .			46	23	15	15		XXX
28. Instructor's use of computers as aids in instruction . . .	8	46	31			8	8	XXX

Means are not reported (\*\*\*) for SUPPLEMENTARY INSTRUCTIONAL METHODS.

<b>F. Course Outcomes</b> <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
29. My learning increased in this course . . .			8	38	46	8		3.46
30. I made progress toward achieving course objectives . . .			15	62	15		8	3.77
31. My interest in the subject area has increased . . .			23	38	23	15		3.69
32. This course helped me to think independently about the subject matter . . .			23	54	15		8	3.85
33. This course actively involved me in what I was learning . . .			31	46	8	8	8	3.85

**Overall mean for COURSE OUTCOMES is: 3.72** The comparative mean for FOUR-YEAR institutions is: 3.65.

<b>G. Student Effort and Involvement</b> <i>Mark the response that is closest to your view</i>	Omit	Not Applicable	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
34. I studied and put effort into this course . . .			31	46	15	8		4.00
35. I was prepared for each class (writing and reading assignments) . . .			23	46	23		8	3.77
36. I was challenged by this course . . .			15	46	23	8	8	3.54

**Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.77** The comparative mean for FOUR-YEAR institutions is: 3.63.

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

## ASSESSING COURSES and INSTRUCTION

H. Course Difficulty, Workload, and Pace <i>Mark the response that is closest to your view</i>	Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
For my preparation and ability, the level of difficulty of this course was . . .			31	62	8	
	Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work load for this course in relation to other courses of equal credit was . . .			15	69	15	
	Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me, the pace at which the instructor covered the material during the term was . . .			8	92		

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, and PACE. Review the distribution of students' responses.

I. Overall Evaluation	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Mean
40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)		38	38	15	8		4.08

**OVERALL EVALUATION mean is: 4.08    The comparative mean for FOUR-YEAR institutions is: 3.97.**

J. Student Information	Omit	Requirement in Major		College Requirement		Elective	Other	
41. Which one of the following best describes this course for you?		69		31				
42. What is your class level?	Omit	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	
		8	23	38	31			
43. Do you communicate better in English or in another language?	Omit	Better in English		Better in Another Language		Equally well in English and Another Language		
		100						
44. Sex	Omit	Female			Male			
		85			15			
45. What grade do you expect to receive in this course?	Omit	A	A-	B+	B	B-	C	Below C
		38	8	38	8	8		

K. Supplementary Questions	Omit	NA	5	4	3	2	1
46. ....							
47. ....							
48. ....							
49. ....							
50. ....							
51. ....							
52. ....							
53. ....							
54. ....							
55. ....							

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.

**Appendix D**

**Institutions Reviewed for Program Review**

**Programs within Universities Reviewed  
during  
Program Review Process**

**Public Universities**

Ball State University  
Central Washington State University  
Florida State University  
California State University – Chico  
California State University - Fresno  
California State University - Long Beach  
California State University – Northridge  
Idaho State University  
Ohio State University  
Oregon State University  
Oklahoma Stat University  
Pittsburgh State University  
San Diego State University  
San Francisco State University  
Texas Technology University  
University of Nevada - Reno  
Washington State University

**Private Universities**

Liberty University  
Olivet Nazarene University  
Master's College  
Mount Vernon Nazarene University  
Pepperdine University  
Seattle Pacific Univrity



**Appendix E**

**Outcomes Assessment Exams for Core Course and Majors**

Department of Family and Consumer Sciences  
Core Courses  
Outcomes Assessment Exam 2006-2007

**FCS 150- Human Development**

1. When a child recognizes that all four-legged creatures are animals, \_\_\_\_\_ has occurred. When the child learns that cows and horses belong in different categories, \_\_\_\_\_ has occurred.
  - a. accommodation, accommodation
  - b. assimilation, assimilation
  - c. accommodation, assimilation
  - d. assimilation, accommodation
  
2. A longitudinal study of driving behavior that measures health, vision, memory, and self-esteem had adequately addressed the life-span perspective component that states that development is
  - a. multidirectional
  - b. embedded in history
  - c. plastic
  - d. multidimensional
  
3. During the middle adulthood years \_\_\_\_\_ love increases. (Sternberg)
  - a. affectionate or companionate
  - b. romantic or passionate
  - c. intimate
  - d. committed
  
4. All but which of the following are characteristics of those who adjust best to retirement?
  - a. they are healthy
  - b. they have adequate incomes
  - c. they are not satisfied with their life before retirement
  - d. they have a good support network
  
5. According to research by Rodin and Langer (1977), providing nursing home patients with \_\_\_\_\_ appears to improve both their health and longevity.
  - a. proper nutrition
  - b. a sense of "self-control"
  - c. more empathetic staff members
  - d. all of the above
  
6. Adolescents are in which of the following stages of cognitive development? (Piaget)
  - a. sensorimotor
  - b. preoperational thought
  - c. concrete operational thought
  - d. formal operational thought
  
7. Most psychologists believe that the best strategy for discussing death with children is to
  - a. be honest
  - b. avoid it at all costs
  - c. talk about death as if it were a special stage of sleep
  - d. leave the discussion up to counselors and teachers
  
8. According to Erikson, in early adulthood a balance must be struck between intimacy and
  - a. isolation
  - b. attachment
  - c. independence
  - d. family responsibilities
  
9. Social learning theorists emphasize in both \_\_\_\_\_ and \_\_\_\_\_ in their developmental view.
  - a. environment and biology
  - b. cognition and biology
  - c. environment and cognition
  - d. maturation and cognition

## FCS 230-Personal Resource Management

10. A budget
  - a. is a control mechanism
  - b. requires establishing goals
  - c. allows for systematic management
  - d. all of the above are correct
  
11. Long-term goals should
  - a. have related short, intermediate goals
  - b. require the reduction in current living expenses
  - c. not be tied to short-term goals
  - d. be developed when in middle adulthood
  
12. The Management step that involves purposeful action :
  - a. planning
  - b. implementing/controlling
  - c. evaluation
  
13. The Management step that involves defining goals:
  - a. planning
  - b. implementing/controlling
  - c. evaluation
  
14. The Management step that involves identifying available resources:
  - a. planning
  - b. implementing/controlling
  - c. evaluation
  
15. The value classification that depends on evaluation of circumstances in a given situation is known as:
  - a. intrinsic values
  - b. extrinsic values
  - c. relative values
  - d. absolute values
  
16. The value classification that is important as a means for gaining something is known as:
  - a. intrinsic values
  - b. extrinsic values
  - c. relative values
  - d. absolute values
  
17. An objective or purpose is known as a/an:
  - a. values
  - b. standards
  - c. goals
  - d. attitude
  
18. A criteria for actions taken is known as a/an:
  - a. values
  - b. standards
  - c. goals
  - d. attitude
  
19. The general tendency to act in a certain way is a/an:
  - a. values
  - b. standards
  - c. goals
  - d. attitude

## FCS 315-Personal, Family, and Community Health

20. The six common dimensions of wellness are
  - a. emotional, intellectual, spiritual, occupational, environmental, and social
  - b. emotional, intellectual, spiritual, physical, social, and environmental
  - c. emotional, intellectual, spiritual, occupational, social and physical
  - d. all of the above

21. Body weight issues are not solely about nutritional choices, but also include issues such as
- a sedentary lifestyle
  - confusing information about nutrition and food choices
  - stressful lifestyles
  - all of the above
22. To maintain the health of heart and arteries, the best nutritional course to follow is
- lower saturated fats in the diet
  - lower cholesterol from the diet
  - eat a variety of natural, uncooked fruits and vegetables
  - minimize consumption of sugar
  - all of the above
23. Adaption of the body to a drug so that increasingly larger doses are needed is called
- habituation
  - addiction
  - tolerance
  - physical dependence
24. Addiction is a primary, chronic, progressive disease characterized by all of the following except
- loss of control
  - compulsion
  - distortions to normal thinking
  - tendency to stop use when asked
25. Experiencing stress requires that the situation be
- potentially harmful or cause a loss
  - physically or emotionally threatening
  - a major challenge
  - interpreted as significant by the individual
26. When people are unsuccessful in fulfilling their needs
- they experience emotional distress
  - they can become frustrated and angry
  - they can go through a period of depression
  - all of the above
27. What partners expect in a relationship is highly influenced by
- traditional sex-role stereotypes
  - how relationships are portrayed in the media
  - their parents
  - all of the above
28. The most successful relationships are those in which
- there are no rules
  - each person lets the other be the person he or she feels comfortable being
  - the relationship is tightly controlled
  - disagreements are settled by letting the dominant partner have things his or her own way

**FCS 497 – Family and Consumer Sciences Senior Seminar**

29. The content areas of the profession of Family and Consumer Sciences:
- Nutrition and Foods
  - Textile and Apparel
  - Consumer and Management
  - Family and Child Development
  - Housing and Interiors
  - All of the above
30. Professionals working in all fields of Family and Consumer Sciences may find careers in
- business and industry
  - business and education
  - business, industry and education
  - business, industry, education, social services and healthcare services
31. The profession of Family and Consumer Sciences since it's conception has had as its mission to improve the
- food supply for children
  - nutritional intake for all
  - home and work environment for individuals
  - quality of life for families, individuals and communities
32. All or most policy decisions that are group decisions would be included in the following leadership style.
- Autocratic
  - Coaching
  - Delegating
  - Democratic
33. This measure of central tendency for statistical analysis that has the greatest reliability is:
- median
  - mean
  - mode
34. A hypothesis is most often expressed in the positive.
- True
  - False

Department of Family and Consumer Sciences  
Child Development  
Outcomes Assessment Exam 2006-2007

FCS 120 - Child and Adolescent Development

1. Theorists differ in how much importance they attribute to internal versus external influences on development. This dispute is referred to as the
  - a. internal/external controversy
  - b. environmental dispute
  - c. interaction effect
  - d. nature/nurture controversy
  
2. In research on infant perception, a common research strategy presents an infant with some stimulus until he stops responding to it. Then a new stimulus which differs from the first in some specific respect (e.g., color) is presented, to see if the infant now responds. This strategy involves the use of what basic process?
  - a. habituation
  - b. scanning
  - c. object constancy
  - d. regression to the mean
  
3. According to your studies what is the relationship between receptive language and expressive language in early language development?
  - a. children generally understand more than they can express
  - b. children generally express more than what they understand
  - c. children generally understand only the words they express
  - d. approximately 50 percent of normally developing children express more than they can understand and the other 50 percent understand more than they express
  
4. Which of the following stages is the first stage in Erikson's theory of development?
  - a. oral versus anal
  - b. autonomy vs. shame
  - c. trust vs. mistrust
  - d. identity vs. role confusion
  
5. There is an old adage: "Do what I say, not what I do." What do research results tell us about young children's responses in a situation where a parent says one thing but does another?
  - a. children will imitate what the parent does
  - b. children will imitate what the parent says
  - c. some children will follow the words and some the behavior. It depends on their relationship with the parent.
  - d. if the words and the behavior are not consistent, the child will not imitate at all
  
6. What aspect of children's social development during elementary school has been most consistently predictive of later behavior problems or emotional disturbance?
  - a. rejection by one's peers
  - b. poor self-esteem
  - c. preference for cross-sex playmates
  - d. position in peer-dominance hierarchies
  
7. In Bronfenbrenner's theory, any setting in which the child actually spends time, such as the family or school, is called
  - a. a micro-system
  - b. a mesosystem
  - c. an exosystem
  - d. a macro-system

8. Kohlberg's theory of moral development is based on
- a. children's behavior
  - b. adult behavior
  - c. reasoning about moral dilemmas
  - d. role taking
9. According to social-learning or social cognitive theory, children learn their appropriate gender role through
- a. reward and punishment
  - b. imitating a prestigious model
  - c. being treated warmly and affectionately by a model
  - d. all of the above

### FCS 305 - Life Cycle Nutrition

10. The dietary guidelines for Americans recommends a daily dietary fat intake of no more than \_\_\_\_\_ of one's total.
- a. 10%
  - b. 20%
  - c. 30%
  - d. 40%
11. This type of nutrient is most often associated with its tissue-building role.
- a. carbohydrate
  - b. protein
  - c. fat
  - d. vitamins
12. The WIC program
- a. is a waste of money
  - b. includes support for nonpregnant adults
  - c. involves distribution of **only** milk products
  - d. saves money by reducing future health care costs
13. How many alcoholic drinks a day are considered as a limit for pregnant women?
- a. zero
  - b. one
  - c. two
  - d. three
14. Evaluation of congregate meals for the elderly have shown that
- a. participants consume better diets than nonparticipants
  - b. older people normally consume plenty of milk and dark green vegetable
  - c. these programs have not been successful
15. Adolescents at most risk for NOT eating enough dietary fiber/day includes
- a. adolescents who eat corn chips
  - b. adolescents who eat white bread
  - c. adolescents who eat 100% whole-wheat bread
  - d. adolescents who skip breakfast
  - e. b and d
16. Because wide ranges of energy intakes are observed among individual children, the most appropriate evaluation of the adequacy of a child's energy intake is based on:
- a. observation of activity
  - b. plotting height and weight periodically on growth charts
  - c. observation of intellectual development
  - d. comparing your child's intake with others at school

17. In order to get children to eat nutritious, new (unfamiliar to the child) foods, a parent should:
- encourage the child to eat the whole portion on the plate
  - allow the child to look at, feel, and smell the food, even if the child does not eat it
  - introduce very few new foods during childhood and wait until adolescence to increase the number of new foods
  - use the "clean plate" reward system
18. What fat-soluble vitamin is given to all infants at birth?
- Vitamin A
  - Vitamin D
  - Vitamin E
  - Vitamin K
19. Neural tube defects are the most preventable types of congenital abnormalities.
- True
  - False
20. Nutrition interventions for parents of toddlers with iron-deficiency anemia would include which of the following foods.
- dietary counseling to include red meat, fortified cereals and fruit with vitamin C
  - only treat with iron drops per the recommended dose
  - dietary counseling to have toddler drink up to 24 oz. milk
  - iron-deficiency anemia is genetic
21. At a daycare center, a small chocolate candy bar was given to only the three-year olds who ate everything at mealtime. Choose the BEST description of the feeding relationship problem between the daycare center staff and three-year olds.
- the daycare center staff has served inappropriate portion size for toddlers
  - the daycare center staff has severely restricted "junk foods"
  - the daycare center staff has inappropriately used coercion to control food intake
  - the daycare center staff has taught the children to like sweets

### FCS 355 – Development of Children with Special Needs

22. Which statement about current views of the cause of autism is correct?
- Autism is most likely caused by reactions to immunizations or early childhood infections
  - Although many genes appear to be associated with Autism, no clear casual relationship between a specific genetic abnormality and the occurrence of autism has been established
  - Research indicates that the cause will be located in an area of the X-chromosome.
  - Environmental factors, such as family configuration, are thought to be the primary cause
23. Which statement about distractible students is correct?
- they are frequently diagnosed with attention deficit disorder
  - they are distractible only in school
  - they are often memory deficient as well
  - they tend to follow directions very well but do have behavior problems
24. Individualized education, the heart of IDEA, implies that
- each student should have a program tailored to his or her unique needs
  - the student is taught outside the mainstream classroom at least part of the day
  - the student receives one-to-one instruction at least part of the day
  - all of the above



25. The concept of "least restrictive environment" is based on the opportunities made available to the student with disabilities to
- work with a special education teacher on a one-to-one basis
  - interact with his or her non-disabled peers
  - participate in his or her IEP meeting
  - have legal representation, if required, when attending an IEP meeting
26. Which of the following is NOT considered a biological risk condition?
- child abuse
  - prenatal exposure to drugs
  - low birth weight
  - chromosomal abnormalities
27. The surest way a potential mother can reduce her chance of delivering an at-risk infant is by
- getting plenty of vigorous exercise during pregnancy
  - asking the doctor to use a fetal heart monitor during the last stage of labor
  - eating natural rather than processed foods
  - seeking out and using early prenatal care
28. Which condition can be detected through amniocenteses?
- AIDS
  - fetal alcohol syndrome
  - poly drug use
  - Down syndrome
29. Which statement about early intervention is correct?
- it is a comprehensive set of services provided to children from one to eight years of age
  - its basic component is a professional who works collaboratively to minimize the child's risk status
  - it seeks to establish the cause of a child's disability
  - it was mandated by P.L. 94-142 for all developmentally delayed infants and toddlers (0-2 years old)
30. The foundation of family systems theory is the idea that
- the family is a system that can be changed by external events
  - no one member of the family is as strong as the family unit
  - what happens to one family member affects all other family members
  - family interaction is affected by characteristics of the child's disability

### FCS 385 – Family and Parenting

31. Which of the following is not true regarding couples and money?
- one of the most important reasons couples fight over money is power
  - discussing money matters is very secretive
  - dating relationships are good indicators of how couples will deal with money matters in a marriage
  - all of the above

32. The halo effect
- means that if we love someone, he or she can "do no wrong"
  - refers to the phenomenon of attractive people being assumed to have more desirable social characteristics than unattractive people
  - refers to the phenomenon of people who are warm and being judged to be more attractive than they are
  - means that we judge someone by the attractiveness of his or her partner
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- sexual orientation
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  - philosophy or sexuality
  - role influence
34. According to \_\_\_\_\_ theory, there are consistent images, themes, and stereotypes that cut across programming genres, that taken together, form a more or less consistent worldview.
- cultivation
  - acculturation
  - accommodation
  - generation
35. A form of media that transmits information and convey norms and values about marriage and family.
- sitcoms
  - advice/information genre
  - talk shows
  - soap operas
36. There has been a shift in American values from an emphasis on obligation and self-sacrifice to
- political agendas
  - individualism and self-gratification
  - socialism
  - communal orientation

#### FCS 420 – Child Development in the Family and Community

37. The ecological perspective in developmental psychology
- looks beyond the child and his/her immediate family, i.e. to the neighborhood, the child's school, the parents' jobs, etc., to explain development
  - emphasizes teaching children as early as possible about protection of the natural environment
  - uses evolutionary theory to explain in-born patterns of behavior
  - applies theories of animal behavior to understanding human behavior
  - all of the above
38. Members of the high-context macrosystems
- tend to try to control nature.
  - are more likely to expect personal freedom
  - are more likely to follow traditional role expectations.
  - tend to have fragmental social relations.
39. Socialization is the process by which individuals
- become acquainted with one another.
  - acquire the knowledge, skills, and traits enabling them to participate in society.
  - become members of a political party.
  - acquire the knowledge, skills, and traits enabling them to be accepted into a higher

socioeconomic status.

40. "Your" nuclear family of orientation consists of
- a. you, your spouse, your children
  - b. you, your parents, your grandparents
  - c. you, your siblings, your parents
  - d. you, your siblings, your cousins
41. Every socializing agent engages in training for
- a. stability
  - b. stability and change
  - c. change
  - d. technology and change
42. Being able to look at the world only from one's own point of view is known as
- a. egocentrism
  - b. egotism
  - c. ethnocentrism
  - d. chauvinism
43. One of the most common unrealistic expectations of blended families is
- a. a lack of anger
  - b. instant love
  - c. a lack of jealousy
  - d. an easy transition
44. In general, lower-class parents train their children to
- a. be achievement-oriented
  - b. restrain aggression
  - c. be obedient
  - d. show initiative
45. An influence on parenting style is the
- a. age of the child
  - b. child's and parent's temperaments
  - c. spacing of the children
  - d. all of the above
46. Psychological abuse includes
- a. inconsistency
  - b. unrealistic expectations
  - c. belittling
  - d. all of the above
47. The socialization mechanism that peers employ to influence on another's behavior is
- a. reinforcement
  - b. modeling
  - c. rejection
  - d. all of the above
48. While viewing television, preschool children
- a. have difficulty distinguishing fantasy from reality
  - b. haven't begun to develop their imaginations yet
  - c. understand what they watch on television
  - d. don't imitate what they see on television

#### FCS 425 – Child Nutrition

49. Normal weight gain during pregnancy amounts to about \_\_\_\_\_ to \_\_\_\_\_ pounds.
- a. 15 – 20
  - b. 20 – 25
  - c. 25 – 35
  - d. 20 – 30

50. Which of the following situations indicate that the mother should not breastfeed?
- |                           |                              |
|---------------------------|------------------------------|
| 1. communicable disease   | 5. moderate coffee drinking  |
| 2. an ordinary cold       | 6. alcohol use               |
| 3. garlic and spicy foods | 7. moderate alcohol drinking |
| 4. drug addiction         |                              |
- a. 1, 3, 4, 5      b. 2, 4, 6, 7      c. 1, 4, 6, 7      d. 3, 5, 6, 7
51. If a one-year old child wants to clumsily spoon feed himself, the parent should
- punish the child
  - gently take the spoon back and feed the child with it
  - let the child eat with his fingers
  - let the child try to feed himself so that he will learn
52. Which of the following practices is not recommended to help children like vegetables?
- serve vegetables warm, not hot
  - promise dessert when vegetables are eaten
  - serve vegetables separately on the plate
  - serve vegetables undercooked and crunchy
53. To ensure that young people eat well, it is important
- to control the availability of food
  - to control the consumption of food
  - not to let them eat except at mealtime
  - to provide an emotional climate that encourages healthy eating
  - to provide access to foods high in fat and sugar for energy
54. Which of the following substances and practices should be in moderation during pregnancy?
- beverages and food containing caffeine
  - alcohol consumption
  - sugar
  - cigarette smoking
  - all of the above
55. A pregnant woman who is constipated asks a health care provider for advice. Assuring no disease is present, what should the health care provider probably tell her to try first?
- increase fluid intake and increase fiber
  - use laxatives
  - eat fewer bulky foods, reduce fiber
  - reduce fluid intake
56. Total fat intake for teens as recommended by the National Institute of Health should be
- |        |        |
|--------|--------|
| a. 25% | c. 40% |
| b. 30% | d. 20% |

57. To prevent obesity during the teen years, parents should encourage the following practice(s) in teens:
- a. make them clean their plate
  - b. serve 3 meals a day, without dessert
  - c. serve them smaller portions
  - d. make sure they have plenty of physical activity
  - e. c and d

58. The typical anorexic is

- |               |                    |
|---------------|--------------------|
| 1. male       | 5. educated        |
| 2. female     | 6. lower-class     |
| 3. teenage    | 7. middle-class    |
| 4. uneducated | 8. 30-40 years old |

- a. 1,3,5,7      b. 1,4,6,8      c. 2,3,5,7      d. 2,3,4,6

59. Weight loss for an overweight teen on a reducing diet should not exceed \_\_\_\_\_ pound(s) a week.

- |                  |        |
|------------------|--------|
| a. $\frac{1}{2}$ | d. 3   |
| b. 1             | e. 3-5 |
| c. 2             |        |

60. Protein intake during adolescence should be about \_\_\_\_\_ of the total energy consumed.

- a. 50-55%      b. 12-14%      c. 15-20%

**Department of Family and Consumer Sciences  
Consumer and Environmental Sciences - Family and Consumer Sciences  
Outcomes Assessment Exam 2006-2007**

**FCS 105 – Apparel Construction**

1. The lengthwise grain of woven fabric runs parallel to the
  - a. Nap
  - b. Bias
  - c. Selvage
  - d. Weft
  
2. A dart is used to
  - a. Aid in fitting the garment over the curves of the body
  - b. Draw up excess fabric to form a ruffle
  - c. Evenly distribute fullness when one section of a seam is slightly longer than the other
  - d. Create an open-ended fold
  
3. The USA standard seam allowance is
  - a.  $\frac{1}{4}$ "
  - b.  $\frac{3}{8}$ "
  - c.  $\frac{1}{2}$ "
  - d.  $\frac{5}{8}$ "
  - e.  $\frac{3}{4}$ "
  
4. Where would you commonly find facings on a garment?
  - a. Neckline of a top, sleeve hem, and jacket hem
  - b. Neckline of a dress, armhole of a sleeveless blouse, and jacket front
  - c. Armhole of a sleeveless dress, dress hem, and jacket front opening
  - d. Armhole of a sleeveless top, sleeve hem, and jacket front opening
  
5. Interfacing is used to
  - a. Give support and body to specific areas
  - b. Provide warmth
  - c. Make the inside of a garment look good
  - d. None of the above
  
6. Hems are often sewn by hand in order to
  - a. Make the hem stronger
  - b. Hide the stitches
  - c. Keep the hem from stretching
  - d. Create relaxing handwork

**FCS 110 – Fundamentals of Food**

7. Which cooking method does not incorporate air into baked products?
  - a. Stirring
  - b. Beating
  - c. Sifting
  - d. Grinding
  - e. Creaming

8. The number one reason for a food-borne illness is:
- an infected employee handling the food.
  - failure to cool foods properly.
  - foods being cooked at a temperature which is too high.
  - foods held at 150°F.
  - pesticide exposure to produce.
9. How many teaspoons are in a tablespoon?
- 2
  - 3
  - 4
  - 0.5
  - 0.33
10. The "danger zone" where most food-borne pathogens grow is between:
- 40 – 165°F
  - 65 – 180°F
  - 250 – 350°F
  - 0 – 40°F
  - 40 – 140°F
11. The recipe calls for ½ cup oil. The best measuring technique would be to use:
- a liquid one cup measuring cup filled to the ½ cup mark
  - a dry one cup measuring cup filled half way
  - a dry ½ cup measuring cup filled to the brim
  - a liquid one cup measuring cup filled to the top
12. You forgot to take out the package of chicken out of the freezer for tonight's dinner. What's your best option for safe thawing?
- microwave it
  - run them under hot water
  - leave them out on the kitchen counter
  - cook them frozen

### FCS 115 – Fundamentals of Interior Design

13. A focal point in a room such as a fireplace is an example of
- Shape
  - Light
  - Proportion
  - Rhythm
  - Emphasis
14. To increase the apparent height of a room
- continue the wall treatment a short distance onto the ceiling.
  - use patterned ceilings that reflect the design of the wall treatment.
  - use horizontal lines in the room.
  - none of the above are correct

15. Which design element can affect the acoustics of a room?
- pattern
  - form
  - texture
  - color
16. If you used all of the following in your room design, which would be the best choice to begin planning the color scheme of a room.
- patterned wall covering.
  - ceiling color.
  - paint chip.
  - wood finish.
17. In general, \_\_\_\_\_ walls are load-bearing and \_\_\_\_\_ walls are nonload-bearing.
- Interior, exterior
  - Exterior, interior
  - Whole walls, half walls
  - Half walls, whole walls
18. When white is added to a hue the resulting value is called a
- Tone.
  - Shade.
  - Tint
  - none of the above are correct.

### **FCS 120 – Child and Adolescent Development**

19. Theorists differ in how much importance they attribute to internal versus external influences on development. This dispute is referred to as the
- internal/external controversy
  - environmental dispute
  - interaction effect
  - nature/nurture controversy
20. In research on infant perception, a common research strategy presents an infant with some stimulus until he stops responding to it. Then a new stimulus which differs from the first in some specific respect (e.g., color) is presented, to see if the infant now responds. This strategy involves the use of what basic process?
- habituation
  - scanning
  - object constancy
  - regression to the mean
21. According to your studies what is the relationship between receptive language and expressive language in early language development?
- children generally understand more than they can express
  - children generally express more than what they understand
  - children generally understand only the words they express
  - approximately 50 percent of normally developing children express more than they can understand and the other 50 percent understand more than they express



22. Which of the following stages is the first stage in Erikson's theory of development?
- oral versus anal
  - autonomy vs. shame
  - trust vs. mistrust
  - identity vs. role confusion
23. There is an old adage: "Do what I say, not what I do." What do research results tell us about young children's responses in a situation where a parent says one thing but does another?
- children will imitate what the parent does
  - children will imitate what the parent says
  - some children will follow the words and some the behavior. It depends on their relationship with the parent.
  - if the words and the behavior are not consistent, the child will not imitate at all
24. What aspect of children's social development during elementary school has been most consistently predictive of later behavior problems or emotional disturbance?
- rejection by one's peers
  - poor self-esteem
  - preference for cross-sex playmates
  - position in peer-dominance hierarchies
25. In Bronfenbrenner's theory, any setting in which the child actually spends time, such as the family or school, is called
- a micro-system
  - a mesosystem
  - an exosystem
  - a macro-system
26. Kohlberg's theory of moral development is based on
- children's behavior
  - adult behavior
  - reasoning about moral dilemmas
  - role taking
27. According to social-learning or social cognitive theory, children learn their appropriate gender role through
- reward and punishment
  - imitating a prestigious model
  - being treated warmly and affectionately by a model
  - all of the above

### **FCS 130 – Fashion Industry**

28. Which of these is NOT an advantage of selling national brands in a retail store?
- brand recognition
  - brand loyalty
  - lower prices
29. I am the father of modern couture. I revolutionized fashion by introducing collections and presenting them on live mannequins. I designed for Empress Eugenie and was known for my quality product at very high prices. Who am I?
- Balenciaga
  - Madeline Vionnet
  - Paul Poiret
  - Charles Worth
  - Jean Patou

30. What is a prophetic style?
- the most classic style shown in a line or season
  - the most avant garde item in a line or season
  - styles that indicate a trend and capture the spirit of the times
  - the fashions targeted toward the young
31. A particular style that continues as an accepted fashion over an extended period of time is a
- style
  - classic
  - fad
  - fashion trend
32. What is the main store (home office or prototype store) of a department store chain called?
- flagship store
  - anchor store
  - department store
  - specialty store
33. What is a large store (regardless of what it sells) in a mall called?
- flagship store
  - anchor store
  - department store
  - specialty store

#### **FCS 220 – Problems of Family Housing**

34. In the 1950's, America became a nation of homeowners for the majority of people.
- True
  - False
35. The amount of the homeless is decreasing, especially among the elderly.
- True
  - False
36. Asbestos is commonly found in acoustic materials and insulation which may increase the risk of cancer.
- True
  - False
37. Three of the major groups that are often discriminated against in housing are racial minorities, the disabled, and the homeless.
- True
  - False
38. One major cause for the elderly homeless is their refusal to become dependent on others.
- True
  - False
39. What is universal design?
- design that incorporates modern furnishings
  - design for commercial buildings
  - design that is meant to meet the needs of disabled community
  - design is uniform in appearance throughout a community.

## FCS 305 – Life Cycle Nutrition

40. The dietary guidelines for Americans recommends a daily dietary fat intake of no more than \_\_\_\_\_ of one's total.
- a. 10%                      b. 20%                      c. 30%                      d. 40%
41. This type of nutrient is most often associated with its tissue-building role.
- a. carbohydrate                      c. fat  
b. protein                      d. vitamins
42. The WIC program
- a. is a waste of money  
b. includes support for nonpregnant adults  
c. involves distribution of **only** milk products  
d. saves money by reducing future health care costs
43. How many alcoholic drinks a day are considered as a limit for pregnant women?
- a. zero                      c. two  
b. one                      d. three
44. Evaluation of congregate meals for the elderly have shown that
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b. the daycare center staff has severely restricted "junk foods"  
c. the daycare center staff has inappropriately used coercion to control food intake  
d. the daycare center staff has taught the children to like sweets

#### **FCS 320 – Advanced Housing Environments**

52. Load-bearing walls can only be removed and proper alternative supports set in place after review and documentation. Which of these is not licensed to remove load-bearing walls?  
a. Licensed architect.  
b. Licensed engineer.  
c. Licensed designer.
53. The definition of "fenestration" is  
a. Ventilation  
b. the openings in the front façade of a home  
c. window placement, design, and decorative treatment on a wall  
d. the arrangement, type, and design of openings in a wall
54. Which of the following is NOT an attribute of structural design?  
a. simplicity  
b. pattern, texture, and ornament  
c. integration of the structure itself  
d. suitable for its intended purpose
55. The proportion of an object is perceived in relation to the  
a. background color.  
b. area or other objects around it.  
c. textural surroundings.  
d. line composition and direction

56. Accessories should do any of the following except
- reflect the personal taste of the owner.
  - support the architectural background.
  - reflect the personality of the interior designer.
  - be used as a focal point.
57. Desk chairs should be positioned so that the occupant faces the
- Window
  - Wall
  - Return
  - Door

### FCS 350 – Consumer Economics

58. Consumer economics involves an understanding of the
- economic behavior of both individuals and businesses
  - causes of economic problems such as inflation
  - economic principles used by businesses
  - effects of the conflict between business and government policy
59. Opportunity cost is defined as the
- cost of making decisions in the absence of perfect information
  - value of the second choice when the first alternative was chosen
  - cost of the time taken to make a decision
  - extra cost when there is not opportunity to buy on sale
60. Habit buying is
- generally more costly than planned buying
  - a way of releasing decision time for other uses
  - the opposite of rational decision making
  - both a and b
61. In order to avoid credit card fraud, you should do all of the following EXCEPT
- keep copies of transaction until the bill is received
  - keep a list of all credit card numbers in your billfold
  - avoid giving credit card numbers to telephone callers
  - avoid letting your card out of sight when making a purchase
62. All insurance is founded in the principle of
- |                    |                 |
|--------------------|-----------------|
| a. limited loss    | c. shared risk  |
| b. shared premiums | d. reduced risk |
63. Scarcity in our economy
- is caused by not having enough money to satisfy wants
  - is caused by government purchases of raw materials normally used by consumers
  - results from the inability to produce enough goods and services to satisfy our wants
  - results from business control over supply, price, and distribution

## FCS 370 – Apparel in Human Behavior and Culture

64. How is the fashion figure typified by models that is different from the average person?
- half a head taller
  - very few curves or muscles
  - extremely slim legs
  - a and b
  - a, b, and c
65. Historically the most commonly accepted theory of fashion adoption is
- trickle-down
  - trickle-across
  - trickle-up or bottom up
  - none of these explains historical fashion adoption
66. The astronaut's suit is a portable environment. Which is another example of using clothing/equipment in a similar manner?
- swimsuit, fins, and snorkel
  - downhill skier's outfit
  - raincoat and umbrella
  - wet-suit and scuba gear
67. Which of the following would be most difficult to communicate through the use of fashion objects?
- Gender
  - Police officer
  - Friendliness
  - Fraternity/Sorority affiliation
  - Wealth
68. What role does Hollywood and the media play on fashion in the USA?
- They are our icons.
  - They influence us in our choices.
  - They introduce and publicize new ideas
  - All of the above
69. There are many reasons for wearing clothing. Which is considered to be the “original” reason people put on clothing, jewelry, or makeup?
- sexual attractiveness
  - communication
  - adornment
  - protection

## FCS 385 – Family and Parenting

70. Which of the following is not true regarding couples and money?
- one of the most important reasons couples fight over money is power
  - discussing money matters is very secretive
  - dating relationships are good indicators of how couples will deal with money matters in a marriage
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  - refers to the phenomenon of people who are warm and being judged to be more attractive than they are
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  - soap operas
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**Department of Family and Consumer Sciences**  
**Consumer and Environmental Sciences – Concentration in Fashion Merchandising**  
**Outcomes Assessment Exam 2006-2007**

**FCS 105 – Apparel Construction**

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  - a. Nap
  - b. Bias
  - c. Selvage
  - d. Weft
  
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  - b. Draw up excess fabric to form a ruffle
  - c. Evenly distribute fullness when one section of a seam is slightly longer than the other
  - d. Create an open-ended fold
  
3. The USA standard seam allowance is
  - a. 1/4"
  - b. 3/8"
  - c. 1/2"
  - d. 5/8"
  - e. 3/4"
  
4. Where would you commonly find facings on a garment?
  - a. Neckline of a top, sleeve hem, and jacket hem
  - b. Neckline of a dress, armhole of a sleeveless blouse, and jacket front
  - c. Armhole of a sleeveless dress, dress hem, and jacket front opening
  - d. Armhole of a sleeveless top, sleeve hem, and jacket front opening
  
5. Interfacing is used to
  - a. Give support and body to specific areas
  - b. Provide warmth
  - c. Make the inside of a garment look good
  - d. None of the above
  
6. Hems are often sewn by hand in order to
  - a. Make the hem stronger
  - b. Hide the stitches
  - c. Keep the hem from stretching
  - d. Create relaxing handwork



## FCS 130 - Fashion Industry

7. Which of these is NOT an advantage of selling national brands in a retail store?
  - a. brand recognition
  - b. brand loyalty
  - c. lower prices
  
8. I am the father of modern couture. I revolutionized fashion by introducing collections and presenting them on live mannequins. I designed for Empress Eugenie and was known for my quality product at very high prices. Who am I?
  - a. Balenciaga
  - b. Madeline Vionnet
  - c. Paul Poiret
  - d. Charles Worth
  - e. Jean Patou
  
9. What is a prophetic style?
  - a. the most classic style shown in a line or season
  - b. the most avant garde item in a line or season
  - c. styles that indicate a trend and capture the spirit of the times
  - d. the fashions targeted toward the young
  
10. A particular style that continues as an accepted fashion over an extended period of time is a
  - a. style
  - b. classic
  - c. fad
  - d. fashion trend
  
11. What is the main store (home office or prototype store) of a department store chain called?
  - a. flagship store
  - b. anchor store
  - c. department store
  - d. specialty store
  
12. What is a large store (regardless of what it sells) in a mall called?
  - a. flagship store
  - b. anchor store
  - c. department store
  - d. specialty store



13. The design influence for this dress was the
  - a. Japanese kimono
  - b. Indian sari
  - c. Greek chiton
  - d. Roman palla
  - e. Middle Ages kirtle
  
14. Who wore the Roman toga?
  - a. Men only
  - b. Women only
  - c. Both men and women
  
15. The clothing style that requires the least amount of sewing is the
  - a. Draped
  - b. Artificial silhouette
  - c. Slip-on
  - d. Sewn, semi-fitted
  - e. Sheath
  
16. A mantle is a type of
  - a. Underwear
  - b. Pants
  - c. Dress
  - d. Outerwear (coat)
  
17. A chemise is a
  - a. woman's undergarment
  - b. man's undergarment
  - c. man's headdress
  - d. unisex outer garment
  
18. Blue jeans became fashionable for everyone in which decade?
  - a. 1920s
  - b. 1940s

## FCS 200 - Introduction to AutoCAD in fashion and interiors

19. When you type c-J while drawing the outline of a building, what happens?
  - a. The drawing is cleared
  - b. The drawing is copied
  - c. The drawing is converted to a pdf file
  - d. The 4<sup>th</sup> side of the figure is completed
  
20. When you successfully draw a door in the exterior wall, why can't you copy it to an interior wall?  
Outside doors and inside doors
  - a. aren't the same width
  - b. aren't the same height
  
21. Items like a stove top or a toilet are made up of several drawn components. What are they called if they are fused together to make them easier to use repeatedly?
  - a. Item
  - b. Block
  - c. Grip
  - d. Fill
  - e. Template

## FCS 370 - Apparel in Human Behavior and Culture

22. How is the fashion figure typified by models that is different from the average person?
  - a. half a head taller
  - b. very few curves or muscles
  - c. extremely slim legs
  - d. a and b
  - e. a, b, and c
  
23. Historically the most commonly accepted theory of fashion adoption is
  - a. trickle-down
  - b. trickle-across
  - c. trickle-up or bottom up
  - d. none of these explains historical fashion adoption
  
24. The astronaut's suit is a portable environment. Which is another example of using clothing/equipment in a similar manner?
  - a. swimsuit, fins, and snorkel
  - b. downhill skier's outfit
  - c. raincoat and umbrella
  - d. wet-suit and scuba gear
  
25. Which of the following would be most difficult to communicate through the use of fashion objects?
  - a. Gender
  - b. Police officer
  - c. Friendliness
  - e. Fraternity/Sorority affiliation
  - f. Wealth

26. What role does Hollywood and the media play on fashion in the USA?
- They are our icons.
  - They influence us in our choices.
  - They introduce and publicize new ideas
  - All of the above
27. There are many reasons for wearing clothing. Which is considered to be the "original" reason people put on clothing, jewelry, or makeup?
- sexual attractiveness
  - communication
  - adornment
  - protection

### FCS 375 - Visual Presentation and Display

28. The use of shopping bags, signs, flyers, and advertising using the same font and style of the store name every time is designed
- to promote the store image
  - to show where the store stands on fashion trends
  - to show to whom it appeals
  - to communicate the caliber of the store's merchandise and merchandising
29. What is the function of accessories in a display?
- complete the outfit
  - increase sales
  - differentiate from another store
  - all of these are true
30. A face-out merchandise presentation as opposed to shoulder-out presentation
- is always used in discount stores
  - takes up more space
  - creates a discount atmosphere
  - isn't a critical factor in developing a store image
31. A gondola is primarily used for \_\_\_\_\_ merchandise.
- hanging
  - folded
32. If a display seems to show you where to look and your eye is led from one element to another, it is an example of
- rhythm
  - proportion
  - contrast
  - scale

33. When putting together an outfit on a mannequin it is always important to
- Use items that are new to the store.
  - Show creativeness in the choice as anyone can put a pale blouse with a dark suit for example.
  - Never select an item that there is only one of in that size.
  - All of these are true.

### FCS 380 - Fashion Merchandising

34. Which is the most economical and readily available source of accurate information for retailers in plotting fashion trends?
- consumer surveys
  - reporting services
  - sales records
  - evaluating the designer collections
35. If a store shows an increase in sales over last year, does that automatically mean an increase in profits?
- Yes
  - No
36. In retailing, the most frequent mistake buyers make is to
- analyze the current trends and stick to them
  - check the past sales and use them as a guideline
  - buy according to the tastes and mores (accepted moral standards) of their customers
  - buy only what they like to wear
37. Shrinkage in the fashion industry means
- the decreasing size of a retailer's target market.
  - the losses experienced from theft and clerical errors.
  - the increasing number of vertical companies which in turn has decreased the number of firms.
  - the decrease in sale of American goods due to imports.
38. When comparing expenses from last year to this year, the most accurate relationship is reflected by
- Percentages
  - dollar amounts
  - either one
39. A retailer pays \$50 for a sweater and charges \$100 to the consumer. What is the markup?
- 25%
  - 33%
  - 50%
  - 67%
  - 75%

## FCS 400 - Flat Pattern Making

40. In this class, the fitting pattern used as the basis for making your own patterns was called a
- sheath
  - dress
  - sloper
  - dress form
41. Learning how to make your own patterns always improves your understanding of
- sewing
  - designing
  - fitting
  - finishing
42. Which bra cup size are women's patterns made to fit?
- A
  - B
  - C
  - D
43. The most common pivotal point on a pattern is the
- shoulder point
  - bust point
  - hip point
  - waist point
44. The most common method of adding fullness to a pattern piece is to use the
- pivot method
  - slash and spread method
  - contouring method
45. The most common method of replacing a dart with a princess seam is to use the
- pivot method
  - slash and spread method
  - contouring method

## FCS 405 - Textile Sciences

46. A resilient fiber should help a garment to have
- greater wrinkle resistance
  - more luster
  - less pilling
  - improved crease retention
47. The combination of fibers you would look for in a "one size fits all" garment to get the best combination of strength and stretch is
- nylon/acetate
  - acetate/spandex
  - nylon/spandex
  - wool/polyester

48. A buyer seeking to stock a line of summer dresses that will provide the purchaser with the following qualities: wash and wear, resiliency and absorbency. The fiber content should be
- 100% cotton
  - a blend of cotton and polyester
  - a blend of polyester and acrylic
  - 100% flax
- 49 Floats in a fabric
- are used to create a smooth lustrous surface in a fabric such as satin
  - are used to create color effects in woven and knit designs
  - increases the potential for snags
  - all of the these are true
- 50 The weave which produces a diagonal line in the cloth like the denim in your jeans is called
- plain
  - twill
  - rib
  - basket
51. A wool plaid fabric that is woven in was dyed at what stage of production?
- solution
  - Fiber
  - Yarn
  - Fabric
  - Garment

Department of Family and Consumer Sciences  
Consumer and Environmental Sciences - Concentration in Housing and Interior Environments  
Outcomes Assessment Exam 2006-2007

CS 115 - Fundamentals of Interior Design

1. A focal point in a room such as a fireplace is an example of
  - a. shape
  - b. light
  - c. proportion
  - d. rhythm
  - e. emphasis
  
2. To increase the apparent height of a room
  - a. continue the wall treatment a short distance onto the ceiling.
  - b. use patterned ceilings that reflect the design of the wall treatment.
  - c. use horizontal lines in the room.
  - d. none of the above are correct
  
3. Which design element can affect the acoustics of a room?
  - a. pattern
  - b. form
  - c. texture
  - d. color
  
4. If you used all of the following in your room design, which would be the best choice to begin planning the color scheme of a room.
  - a. patterned wall covering.
  - b. ceiling color.
  - c. paint chip.
  - d. wood finish.
  
5. In general, \_\_\_\_\_ walls are load-bearing and \_\_\_\_\_ walls are nonload-bearing.
  - a. Interior, exterior
  - b. Exterior, interior
  - c. Whole walls, half walls
  - d. Half walls, whole walls
  
6. When white is added to a hue the resulting value is called
  - a. Tone
  - b. Shade
  - c. Tint
  - d. None of the above are correct.

FCS 200 - Introduction to Housing and Fashion

7. When you type c,↵ while drawing the outline of a building, what happens?
  - a. The drawing is cleared
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8. When you successfully draw a door in the exterior wall, why can't you copy it to an interior wall? Outside doors and inside doors
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  - b. Block
  - c. Grip
  - d. Fill
  - e. Template

### FCS 220 - Problems of Family Housing

10. In the 1950's, America became a nation of homeowners for the majority of people.
  - a. True
  - b. False
  
11. The amount of the homeless is decreasing, especially among the elderly
  - a. True
  - b. False
  
12. Asbestos is commonly found in acoustic materials and insulation which may increase the risk of cancer.
  - a. True
  - b. False
  
13. Three of the major groups that are often discriminated against in housing are racial minorities, the disabled, and the homeless.
  - a. True
  - b. False
  
14. One major cause for the elderly homeless is their refusal to become dependent on others.
  - a. True
  - b. False
  
15. What is universal design?
  - a. design that incorporates modern furnishings
  - b. design for commercial buildings
  - c. design that is meant to meet the needs of disabled community
  - d. design is uniform in appearance throughout a community.

### FCS 320 - Advanced Housing Environments

16. Load-bearing walls can only be removed and proper alternative supports set in place after review and documentation. Which of these is not licensed to remove load-bearing walls?
  - a. Licensed architect.
  - b. Licensed engineer.
  - c. Licensed designer.
  
17. The definition of "fenestration" is
  - a. Ventilation
  - b. the openings in the front façade of a home
  - c. window placement, design, and decorative treatment on a wall
  - d. the arrangement, type, and design of openings in a wall

18. Which of the following is NOT an attribute of structural design?
- simplicity
  - pattern, texture, and ornament
  - integration of the structure itself
  - suitable for its intended purpose
19. The proportion of an object is perceived in relation to the
- background color.
  - area or other objects around it.
  - textural surroundings.
  - line composition and direction
20. Accessories should do any of the following except
- reflect the personal taste of the owner.
  - support the architectural background.
  - reflect the personality of the interior designer.
  - be used as a focal point.
21. Desk chairs should be positioned so that the occupant faces the
- Window
  - Wall
  - Return
  - Door

#### **FCS 360 - Interior Design Materials, Lighting and Residential Equipment**

- The most common carpet fiber in the USA is
- Nylon
  - Wool
  - Acrylic
  - Polyester
23. The kitchen should have easy access to the
- Dining room
  - Back door
  - Garage
  - All of the above
24. General lighting in a room is called
- Task lighting
  - Focal lighting
  - Ambient lighting
  - Decorative lighting
25. The fireplace
- Is energy efficient
  - Is a symbol of hearth and home.
  - Is relatively inexpensive
  - Requires a cool climate.

26. One of the simplest and most effective earthquake preparedness things you can do to your home is
- fasten the furniture to the wall with braces
  - determine a plan for the family in case of earthquake disaster
  - store food, first aid supplies, batteries, and money in an earthquake kit
  - all of these
27. A spectrophotometer is used at a paint store to
- View color samples from a variety of sources like the light booth in the lab
  - Mix the various ingredients of paint together
  - Match paint colors exactly to any color sample
  - None of these

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  - Show creativeness in the choice as anyone can put a pale blouse with a dark suit for example.
  - Never select an item that there is only one of in that size.
  - All of these are true.

## FCS 395 - History of Design in Housing and Furniture

34. Before 1720, the most common piece of furniture in an American home was a
- Bed
  - Clock
  - Easy chair
  - Hadley chest
  - Windsor chair
35. Which architect is best known for designing functional building like Fallingwater & Taliesin that were organic and welcomed the outdoors inside?
- Thomas Jefferson
  - Louis Sullivan
  - Irving Gill
  - Frank Lloyd Wright
36. An armoire is a type of
- table
  - chair
  - chest/storage furniture
  - writing table/desk
  - bed
37. A refectory is a type of
- table
  - chair
  - chest/storage furniture
  - writing table/desk
  - bed
38. A tester is a type of
- table
  - chair
  - chest/storage furniture
  - writing table/desk
  - bed
39. A wing is a type of
- table
  - chair
  - chest/storage furniture
  - writing table/desk
  - bed

## FCS405 - Textile Sciences

40. A resilient fiber should help a garment to have
- greater wrinkle resistance
  - more luster
  - less pilling
  - improved crease retention

41. The combination of fibers you would look for in a "one size fits all" garment to get the best combination of strength and stretch is
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  - acetate/spandex
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42. A buyer seeking to stock a line of summer dresses that will provide the purchaser with the following qualities: wash and wear resiliency and absorbency. The fiber content should be
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  - are used to create color effects in woven and knit designs
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44. The weave which produces a diagonal line in the cloth like the denim in your jeans is called
- plain
  - twill
  - rib
  - basket
45. A wool plaid fabric that is woven in was dyed at what stage of production?
- Solution
  - Fiber
  - Yarn
  - Fabric
  - Garment

**Department of Family and Consumer Sciences**  
**Dietetics**  
**Outcomes Assessment Exam – 2006-2007**

**FCS 110 – Fundamentals of Food**

1. Which cooking method does not incorporate air into baked products?
  - a. Stirring
  - b. Beating
  - c. Sifting
  - d. Grinding
  - e. Creaming
  
2. The number one reason for a food-borne illness is:
  - a. an infected employee handling the food.
  - b. failure to cool foods properly.
  - c. foods being cooked at a temperature which is too high.
  - d. foods held at 150°F.
  - e. pesticide exposure to produce.
  
3. How many teaspoons are in a tablespoon?
  - a. 2
  - b. 3
  - c. 4
  - d. 0.5
  - e. 0.33
  
4. The “danger zone where most food-borne pathogens grow is between:
  - a. 40 – 165°F
  - b. 65 – 180°F
  - c. 250 – 350°F
  - d. 0 – 40°F
  - e. 40 – 140°F
  
5. The recipe calls for ½ cup oil. The best measuring technique would be to use:
  - a. a liquid one cup measuring cup filled to the ½ cup mark
  - b. a dry one cup measuring cup filled half way
  - c. a dry ½ cup measuring cup filled to the brim
  - d. a liquid one cup measuring cup filled to the top
  
6. You forgot to take out the package of chicken out of the freezer for tonight’s dinner. What’s your best option for safe thawing?
  - a. microwave it
  - b. run them under hot water
  - c. leave them out on the kitchen counter
  - d. cook them frozen

**FCS 225 – Fundamentals of Nutrition**

7. \_\_\_\_\_ refers to the amount of vitamin or mineral that’s absorbable and usable by the body.
  - a. Digestibility
  - b. Bioavailability
  - c. Minimum Daily Requirement
  - d. Tolerable Upper Limit

8. Which of the following is true about water and health?
  - a. The body can live without food longer than it can live without water.
  - b. Water losses from the body are greatest through normal stools (ie, non-diarrhea).
  - c. High protein weight loss diets reduce your needs for water.
  - d. High fiber diets reduce your needs for water.
  
9. Research has shown that the risk for neural tube birth defects in pregnancy is reduced if the mother gets sufficient supplements of:
 

a. niacin	c. vitamin C
b. folic acid	d. vitamin B 12
  
10. What dietary nutrients are most effective at raising muscle glycogen concentrations for physical activity?
 

a. fats	c. carbohydrates
b. proteins	d. chromium and iron
  
11. Which food protein has the most complete assortment of essential amino acids for the body?
 

a. gelatin	c. egg
b. pinto beans	d. rice
  
12. To obtain healthful omega-3 fats and few saturated fats for a heart-healthy diet, choose more often:
 

a. fish	c. red meat
b. eggs	d. chicken
  
13. When energy-yielding nutrients are consumed in excess, which one(s) can lead to a storage of fat?
 

a. fat only	c. fat and carbohydrate only
b. carbohydrate only	d. fat, carbohydrate and protein
  
14. Which of the following dietary nutrients would most rapidly reverse a state of ketosis in a starving person?
 

a. fat	c. amino acids
b. protein	d. carbohydrate
  
15. If the body is lacking an essential amino acid, what will be the course of action?
  - a. body cells will synthesize it
  - b. protein synthesis will be limited
  - c. health will not be affected as long as other nutrients are adequate
  - d. proteins will be made but they will lack that particular amino acid

**FCS 325 – Food Economics and Culture**

16. In general, most people select the particular foods they eat
  - a. based primarily on the nutrients they need for good health.
  - b. strictly because those foods are available to them.
  - c. mostly because they want to satisfy their body's needs for growth.
  - d. depending on food availability, learned familiarity, and personal preference/selectivity.

17. Meal planning should include
- a number of people being served, their ages and health
  - the nutrition provided by the foods being served.
  - the cost of ingredients
  - the occasion
  - all of the above
18. "Core" foods in a diet refers to staple items eaten
- daily
  - twice a week
  - for holy days
  - only for celebrations
  - specifically at funerals
19. The cost per serving of foods such as fresh cherries or a whole chicken
- is the same as the cost per pound purchased of the food item.
  - will be more expensive than its cost per pound purchased due to waste
  - will be less expensive than its cost per pound purchased due to waste
20. The interconnected web of human knowledge, beliefs and behaviors that are learned and communicated to succeeding generations in a group is known as
- lifestyle
  - ethnicity
  - race
  - culture
  - genetic potential
21. Jewish dietary laws prohibit consumption of all of the following EXCEPT
- shellfish
  - meat and milk at the same meal
  - pork
  - chicken
  - non-Kosher beef
22. Islamic Dietary Laws dictate all of the following EXCEPT
- Hands be washed for eating and after the meal
  - Only the right hand be used for food if eating without utensils
  - Meat from scavengers be avoided
  - Fasting be avoided because it is sinful
23. The degree to which an individual has adopted patterns in behaviors and thought processes is termed:
- acculturation
  - ethnocentrism
  - ethnicity
  - stereotyping
24. Factors that influence the migration of foods between continents include foreign conquests, trade, slavery and environmental changes.
- True
  - False

**FCS – 330 Public Health Nutrition**

25. The most significant single reason for hunger in the community is
- mental illness
  - health problems of old age
  - physical disability
  - poverty



26. In \_\_\_\_\_, data is collected regularly and repeatedly regarding a population's health and nutritional status.
- a. screening
  - b. surveillance
  - c. targeting
  - d. intervention
27. Cultural competence is
- a. a process that takes time and effort to achieve
  - b. a policy that leads to poorer working relationships with cultural groups.
  - c. a view that one's own culture is the best one to use as the standard of care
  - d. a set of skills that can be acquired fairly quickly
28. Epidemiology differs from clinical health care and laboratory science because of its focus on
- a. populations
  - b. determinants
  - c. individuals
  - d. diagnoses
29. Present U.S. data show that households living in poverty and rates of obesity are
- a. not related.
  - b. related in that generally, poorer households show a lower rate of obesity.
  - c. related in that generally, poorer households show a higher rate of obesity.
  - d. both falling at equal rates.
30. To address food security among older Americans, available are food assistance programs such as
- a. Food Stamps and local Food Banks
  - b. WIC
  - c. Head Start
  - d. Medicare
31. The number one cause of mortality among Americans is
- a. breast cancer
  - b. heart disease
  - c. cerebral vascular accidents
  - d. diabetes
  - e. primary hypertension
32. \_\_\_\_\_ is the foundation of successful cross-cultural communication.
- a. Body language
  - b. Active listening
  - c. Verbal responses
  - d. The physical distance between two individuals
  - e. Appropriate gesturing
33. When establishing outcome objectives in the design of a nutrition education class, the planners should consider
- a. the timeframe of the sessions.
  - b. the target population.
  - c. indicators of how success will be measured.
  - d. instructional aids to be incorporated.
  - e. all of the above.

#### FCS 335 – Nutrition Research Throughout the Life Cycle

34. The net effect of maternal fuel adaptations is to increase the use of \_\_\_\_\_ as a fuel source by the mother and to conserve \_\_\_\_\_ for the fetus.
- a. glucose, fat
  - b. protein, glucose
  - c. fat, glucose
  - d. glucose, protein

35. By 4 months of age, most infants weigh \_\_\_\_\_ times their birth weight and by 12 months they usually weigh \_\_\_\_\_ times what they weighed at birth.
- |                |               |
|----------------|---------------|
| a. two, three  | c. four, five |
| b. three, four | d. five, six  |
36. Compared to cow's milk, human milk has more:
- |                  |                   |
|------------------|-------------------|
| a. calcium       | c. lactose        |
| b. total protein | d. casein protein |
37. Which person would most likely be in negative nitrogen balance? (Losing more protein than eating)
- a child at 50th percentile for height and weight
  - a pregnant women
  - an elderly person with poor fitting dentures
  - an adolescent at Tanner Stage 3
38. When an exam given to a group of students results in a very similar mean score each semester it is given, it could be said that the results are:
- |            |             |
|------------|-------------|
| a. valid   | c. reliable |
| b. precise | d. accurate |
39. In children, obesity is treated by:
- a reduction in weight gain as the child grows
  - weight loss appropriate for the child's height
  - a diligent exercise program
  - psychotherapy

#### FCS 365 – Advanced Nutrition

40. The making of glucose from non-carbohydrate sources is termed:
- |                   |                    |
|-------------------|--------------------|
| a. glycogenolysis | c. lipogenesis     |
| b. glycolysis     | d. gluconeogenesis |
41. During the fasted state, all of the following occur **except**:
- liver begins gluconeogenesis
  - adipose tissue breaks down stored triglycerides
  - glucose is converted to dispensable amino acids
  - brain uses ketones as partial energy source
  - muscle tissue breaks down protein stores
42. Excessive carbohydrate intake could cause an elevation of triglycerides in the blood.
- |         |          |
|---------|----------|
| a. True | b. False |
|---------|----------|
43. Hydroxylation of vitamin D occurs first in the \_\_\_\_\_ and then travels to the \_\_\_\_\_ for the addition of a second hydroxyl group.
- |                  |                      |
|------------------|----------------------|
| a. liver, kidney | d. skin, kidney      |
| b. skin, liver   | e. intestines, liver |
| c. liver, bone   |                      |

44. During the fed state, ingested glucose is:
- oxidized immediately by red blood cells for energy
  - stored as glycogen in the muscles
  - released from glycogen in the liver to keep blood levels normalized
  - A and B only
  - all of the above
45. Which of the following is not considered a micromineral?
- selenium
  - chromium
  - iodine
  - magnesium
  - zinc
46. Of the following hormones, which is responsible for increasing calcium levels in the blood?
- parathyroid
  - calcitonin
  - renin
  - aldosterone
  - antidiuretic hormone (ADH)
47. Which vitamin protects the cell membranes by preventing lipid oxidation?
- vitamin D
  - pantothenic acid
  - biotin
  - vitamin E
  - thiamin
48. Which of the following amino acids is not essential for adults?
- phenylalanine
  - valine
  - leucine
  - threonine
  - tyrosine

#### FCS 415 - Medical Nutrition Therapy

49. Which of the following is **false** regarding the BMI measurement?
- it stands for body mass index
  - it diagnoses someone as obese if their index is >30
  - it is weight (in Kg) divided by height (in meters ) squared
  - all are true
50. "The patient is considered obese at 168% of IBW due to a current diet that provides about 2500 kcals/day, of which 40% comes from fat. The diet is also high in sodium and cholesterol, low fiber and relies heavily on convenience foods". The above lines are what would be found in what part of the SOAP chart note?
- subjective
  - objective
  - assessment
  - plan
51. Which of the following general principles guides nutritional planning for patients who have coronary heart disease and lipid disorders?
- elimination of dietary cholesterol
  - reduction in total fat
  - reduction in unsaturated fats
  - increase in dietary fiber

52. Which of the following blood pressure readings would be indicative of hypertension?
- |           |           |
|-----------|-----------|
| a. 111/70 | c. 130/85 |
| b. 120/80 | d. 150/90 |
53. A diabetic patient needs to be concerned with carbohydrate intake. An exchange from the bread and starch group contains how many grams of carbohydrate, and how many kcalories?
- |                       |                        |
|-----------------------|------------------------|
| a. 15 grams, 80 kcals | d. 20 grams, 80 kcals  |
| b. 10 grams, 80 kcals | e. 20 grams, 100 kcals |
| c. 15 grams, 60 kcals |                        |
54. The most common nutritional deficiency related to surgery is a deficiency of:
- |              |              |
|--------------|--------------|
| a. vitamin C | c. protein   |
| b. iron      | d. vitamin A |
55. Based on the Exchange Lists, if a patient wanted to keep the grams of carbohydrate consistent, but did not want the toast, he/she could substitute:
- |                       |                                      |
|-----------------------|--------------------------------------|
| a. a small apple      | c. ½ cup mashed potatoes             |
| b. 8 oz. plain yogurt | d. all have the same amount of carbs |
56. A patient with Celiac Sprue (gluten insensitivity) should eliminate which of the following foods from his/her diet?
- |                   |                   |
|-------------------|-------------------|
| a. pasta          | c. rice           |
| b. corn tortillas | d. baked potatoes |
57. A patient is admitted into the hospital for triple bypass surgery. During recovery, he/she is given a menu and chooses the following items (choices are in bold):
- |                       |    |  |
|-----------------------|----|--|
| Chicken breast        | or | <b>Grilled hamburger</b>                 |
| Baked potato          | or | <b>Potato salad</b>                      |
| Corn on the cob       | or | <b>Green salad</b> (oil & vinegar dres.) |
| <b>Orange sherbet</b> | or | Raspberry gelatin                        |
- As a diet office employee, how would you change these selections to better reflect a heart healthy menu?
- select the chicken breast over the hamburger
  - select the baked potato or the potato salad
  - select the corn over the green salad
  - both a and b would be better choices
  - none of the above – let the patient eat what he/she prefers
58. One of the most important functions of the nephron is to:
- |                              |                     |
|------------------------------|---------------------|
| a. filter blood constituents | c. secrete hormones |
| b. neutralize acidic fluids  | d. absorb water     |
59. Which of the following foods are allowed in a non-residue diet?
- |                                   |                                 |
|-----------------------------------|---------------------------------|
| a. strained fruit juices and eggs | c. whole grain bread and salads |
| b. vegetables and milk            | d. legumes and rice             |

60. Which of the following foods are appropriate for a patient on a clear liquid diet?
- a. broth, plain gelatin, apple juice, tea
  - b. eggnog, broth, plain gelatin, orange juice
  - c. broth, ice cream, milk, mixed vegetable juice
  - d. sherbet, plain gelatin, milkshakes, pudding

**FCS 435 – Food Service Production and Management**

61. Which of the following is the most expensive material used to make pots and pans?
- a. stainless steel
  - b. copper
  - c. cast iron
  - d. aluminum
62. A pressure cooker
- a. is used to compress foods
  - b. reduces cooking time
  - c. increases cooking time
63. A \_\_\_\_\_ can be used as a griddle, fry pan, brazier, stew pot, stock pot, steamer, or steam table.
- a. rotisserie
  - b. tilting skillet
  - c. steam cooker
  - d. steam-jacketed kettle
64. A bain marie is
- a. used to store food
  - b. a tall, cylindrical stainless steel container
  - c. used to keep foods hot in a hot water bath
  - d. all of the above
65. A foodservice manager for a conventional food service operation wants to add a new item to a cafeteria in response to frequent requests from customers. The product requires a challenging preparation technique that none of the cooks have used. The first approach to a solution should be to:
- a. hire a professional chef
  - b. don't put the item on the menu
  - c. check with vendors to see if a "heat and serve" form is available
  - d. assess the potential for training the cooks
66. The following menu is planned for a senior center congregate meal site:
- Entrée: Tuna Noodle Casserole  
Raspberry Gelatin  
Orange Sherbet  
Creamed Peas
- Which of the following characteristics is in most need of improvement?
- a. color
  - b. texture
  - c. flavor
  - d. temperature

**FCS 455 – Food Science**

67. Fat physically coats flour proteins so that water cannot penetrate the protein complex and the protein does not toughen. This ability describes the fat's
- a. hydrolyzing power
  - b. shortening power
  - c. glutenizing power
  - d. oxidative capacity
68. Lecithin is a very good emulsifier because it
- a. contains complex carbohydrates
  - b. is a phospholipid
  - c. contains vitamin C
  - d. produces a chelator reaction
69. Beating egg whites changes some of its protein to coat the air bubbles formed and give rigidity to them, thus forming a/an
- a. stable foam
  - b. hydrolyzed protein
  - c. oxidized protein
  - d. coagulated protein
70. Commercial meat tenderizer is commonly a mixture of
- a. proteases derived from papaya or other fruit.
  - b. lipolytic enzymes derived from kiwi.
  - c. carbohydrases made from figs.
  - d. lipolytic enzymes mixed with natural acids.
71. The ability to attract and hold water refers to:
- a. hygroscopicity
  - b. solubility
  - c. hydrolysis
  - d. crystallization
72. Which of the following products would most likely have an antioxidant added to it?
- a. a pound cake made with butter
  - b. cookies made with Crisco shortening
  - c. pastry made with lard
  - d. crackers made with oil

**Department of Family and Consumer Sciences**  
**Family Life Services**  
**Outcomes Assessment Exam 2006-2007**

**FCS 110 – Fundamentals of Food**

1. Which cooking method does not incorporate air into baked products?
  - a. stirring
  - b. beating
  - c. sifting
  - d. Grinding
  - e. Creaming
  
2. The number one reason for a food-borne illness is:
  - a. an infected employee handling the food.
  - b. failure to cool foods properly.
  - c. foods being cooked at a temperature which is too high.
  - d. foods held at 150°F.
  - e. pesticide exposure to produce.
  
3. How many teaspoons are in a tablespoon?
  - a. 2
  - b. 3
  - c. 4
  - d. 0.5
  - e. 0.33
  
4. The “danger zone where most food-borne pathogens grow is between:
  - a. 40 – 165°F
  - b. 65 – 180°F
  - c. 250 – 350°F
  - d. 0 – 40°F
  - e. 40 – 140°F
  
5. The recipe calls for ½ cup oil. The best measuring technique would be to use:
  - a. a liquid one cup measuring cup filled to the ½ cup mark
  - b. a dry one cup measuring cup filled half way
  - c. a dry ½ cup measuring cup filled to the brim
  - d. a liquid one cup measuring cup filled to the top
  
6. You forgot to take out the package of chicken out of the freezer for tonight’s dinner. What’s your best option for safe thawing?
  - a. microwave it
  - b. run them under hot water
  - c. leave them out on the kitchen counter
  - d. cook them frozen

**FCS 220 – Problems of Family Housing**

7. In the 1950's, America became a nation of homeowners for the majority of people.
  - a. True
  - b. False
  
8. The amount of the homeless is decreasing, especially among the elderly.
  - a. True
  - b. False

9. Asbestos is commonly found in acoustic materials and insulation which may increase the risk of cancer.
  - a. True
  - b. False
10. Three of the major groups that are often discriminated against in housing are racial minorities; the disabled, and the homeless.
  - a. True
  - b. False
11. One major cause for the elderly homeless is their refusal to become dependent on others.
  - a. True
  - b. False
12. What is universal design?
  - a. design that incorporates modern furnishings
  - b. design for commercial buildings
  - c. design that is meant to meet the needs of disabled community
  - d. design is uniform in appearance throughout a community.

### ***FCS 305 – Life Cycle Nutrition***

13. The dietary guidelines for Americans recommends a daily dietary fat intake of no more than \_\_\_\_\_ of one's total.
  - a. 10%
  - b. 20%
  - c. 30%
  - d. 40%
14. This type of nutrient is most often associated with its tissue-building role.
  - a. carbohydrate
  - b. protein
  - c. fat
  - d. vitamins
15. The WIC program
  - a. is a waste of money
  - b. includes support for nonpregnant adults
  - c. involves distribution of **only** milk products
  - d. saves money by reducing future health care costs
16. How many alcoholic drinks a day are considered as a limit for pregnant women?
  - a. zero
  - b. one
  - c. two
  - d. three
17. Evaluation of congregate meals for the elderly have shown that
  - a. participants consume better diets than nonparticipants
  - b. older people normally consume plenty of milk and dark green vegetable
  - c. these programs have not been successful
18. Adolescents at most risk for NOT eating enough dietary fiber/day includes
  - a. adolescents who eat corn chips
  - b. adolescents who eat white bread
  - c. adolescents who eat 100% whole-wheat bread
  - d. adolescents who skip breakfast
  - e. b and d



19. Because wide ranges of energy intakes are observed among individual children, the most appropriate evaluation of the adequacy of a child's energy intake is based on:
  - a. observation of activity
  - b. plotting height and weight periodically on growth charts
  - c. observation of intellectual development
  - d. comparing your child's intake with others at school
  
20. In order to get children to eat nutritious, new (unfamiliar to the child) foods, a parent should:
  - a. encourage the child to eat the whole portion on the plate
  - b. allow the child to look at, feel, and smell the food, even if the child does not eat it
  - c. introduce very few new foods during childhood and wait until adolescence to increase the number of new foods
  - d. use the "clean plate" reward system
  
21. What fat-soluble vitamin is given to all infants at birth?
  - a. Vitamin A
  - b. Vitamin D
  - c. Vitamin E
  - d. Vitamin K
  
22. Neural tube defects are the most preventable types of congenital abnormalities.
  - a. True
  - b. False
  
23. Nutrition interventions for parents of toddlers with iron-deficiency anemia would include which of the following foods?
  - a. dietary counseling to include red meat, fortified cereals and fruit with vitamin C
  - b. only treat with iron drops per the recommended dose
  - c. dietary counseling to have toddler drink up to 24 oz. milk
  - d. iron-deficiency anemia is genetic
  
24. At a daycare center, a small chocolate candy bar was given to only the three-year olds who ate everything at mealtime. Choose the BEST description of the feeding relationship problem between the daycare center staff and three-year olds.
  - a. the daycare center staff has served inappropriate portion size for toddlers
  - b. the daycare center staff has severely restricted "junk foods"
  - c. the daycare center staff has inappropriately used coercion to control food intake
  - d. the daycare center staff has taught the children to like sweets

### **FCS 325 – Food Economics and Culture**

25. In general, most people select the particular foods they eat
  - a. based primarily on the nutrients they need for good health.
  - b. strictly because those foods are available to them.
  - c. mostly because they want to satisfy their body's needs for growth.
  - d. depending on food availability, learned familiarity, and personal preference/selectivity.
  
26. Meal planning should include
  - a. a number of people being served, their ages and health
  - b. the nutrition provided by the foods being served.
  - c. the cost of ingredients
  - d. the occasion
  - e. all of the above

27. "Core" foods in a diet refers to staple items eaten
- a. daily
  - b. twice a week
  - c. for holy days
  - d. only for celebrations
  - e. specifically at funerals
28. The cost per serving of foods such as fresh cherries or a whole chicken
- a. is the same as the cost per pound purchased of the food item.
  - b. will be more expensive than its cost per pound purchased due to waste
  - c. will be less expensive than its cost per pound purchased due to waste
29. The interconnected web of human knowledge, beliefs and behaviors that are learned and communicated to succeeding generations in a group is known as
- a. lifestyle
  - b. ethnicity
  - c. race
  - d. culture
  - e. genetic potential
30. Jewish dietary laws prohibit consumption of all of the following EXCEPT
- a. shellfish
  - b. meat and milk at the same meal
  - c. pork
  - d. chicken
  - e. non-Kosher beef
31. Islamic Dietary Laws dictate all of the following EXCEPT
- a. Hands be washed for eating and after the meal
  - b. Only the right hand be used for food if eating without utensils
  - c. Meat from scavengers be avoided
  - d. Fasting be avoided because it is sinful
32. The degree to which an individual has adopted patterns in behaviors and thought processes is termed:
- a. acculturation
  - b. ethnocentrism
  - c. ethnicity
  - d. stereotyping
33. Factors that influence the migration of foods between continents include foreign conquests, trade, slavery and environmental changes.
- a. True
  - b. False

### **FCS 340 –Nutrition in Women’s Well Being**

34. Scientists believe the isoflavones in soybeans might help with women’s health because isoflavones
- a. are potent pain killers
  - b. cause the kidneys to excrete excess sodium and water (like a diuretic)
  - c. have weak estrogen-like actions in the body
  - d. raise blood cholesterol levels

35. The Women's Health Initiative study that looked into hormone replacement therapy (HRT) for women in menopause showed that HRT
- increased their risk for breast cancer significantly
  - increased their risk for bone loss
  - reduced their risk for heart disease significantly
  - has no significant effect on their health
36. Repeated weight loss and weight gain "cycling" by a woman
- can result in slower weight loss and greater weight gain each time
  - has little long-term effects on her physical weight nor her emotional health
  - increase her metabolic rate in general
  - tends to produce less frustration and less negative attitudes about weight loss
37. Lifestyle choices such as \_\_\_\_\_ can LESSEN the risks for developing certain cancers such as colon or breast cancer.
- |  |                              |
|--|------------------------------|
| a. low fruit and vegetable consumption | c. regular physical exercise |
| b. cigarette smoking                   | d. large intakes of alcohol  |
38. Lifestyle choices such as \_\_\_\_\_ INCREASES the chances of developing osteoporosis.
- |  |                                |
|--|--------------------------------|
| a. smoking or alcohol use                  | c. high calcium intake         |
| b. weight bearing exercise such as walking | d. hormone replacement therapy |
39. \_\_\_\_\_ is marked by periods of bingeing on large amounts of food then purging through vomiting, laxative abuse, or extreme exercise.
- |                     |                          |
|---------------------|--------------------------|
| a. anorexia nervosa | c. binge-eating disorder |
| b. bulimia nervosa  | d. osteopenia            |

#### FCS 350 – Consumer Economics

40. Consumer economics involves an understanding of the
- economic behavior of both individuals and businesses
  - causes of economic problems such as inflation
  - economic principles used by businesses
  - effects of the conflict between business and government policy
41. Opportunity cost is defined as the
- cost of making decisions in the absence of perfect information
  - value of the second choice when the first alternative was chosen
  - cost of the time taken to make a decision
  - extra cost when there is not opportunity to buy on sale
42. Habit buying is
- generally more costly than planned buying
  - a way of releasing decision time for other uses
  - the opposite of rational decision making
  - both a and b

43. In order to avoid credit card fraud, you should do all of the following EXCEPT
- keep copies of transaction until the bill is received
  - keep a list of all credit card numbers in your billfold
  - avoid giving credit card numbers to telephone callers
  - avoid letting your card out of sight when making a purchase
44. All insurance is founded in the principle of
- |                    |                 |
|--------------------|-----------------|
| a. limited loss    | c. shared risk  |
| b. shared premiums | d. reduced risk |
45. Scarcity in our economy
- is caused by not having enough money to satisfy wants
  - is caused by government purchases of raw materials normally used by consumers
  - results from the inability to produce enough goods and services to satisfy our wants
  - results from business control over supply, price, and distribution

### FCS 385 – Family and Parenting

46. Which of the following is not true regarding couples and money?
- one of the most important reasons couples fight over money is power
  - discussing money matters is very secretive
  - dating relationships are good indicators of how couples will deal with money matters in marriage
  - all of the above
47. The halo effect
- means that if we love someone, he or she can “do no wrong”
  - refers to the phenomenon of attractive people being assumed to have more desirable social characteristics than unattractive people
  - refers to the phenomenon of people who are warm and being judged to be more attractive than they are
  - means that we judge someone by the attractiveness of his or her partner
48. Behavior that is deemed appropriate for each sex is called
- |                       |                            |
|-----------------------|----------------------------|
| a. sexual orientation | c. philosophy or sexuality |
| b. gender roles       | d. role influence          |
49. According to \_\_\_\_\_ theory, there are consistent images, themes, and stereotypes that cut across programming genres, that taken together, form a more or less consistent worldview.
- |                  |                  |
|------------------|------------------|
| a. cultivation   | c. accommodation |
| b. acculturation | d. generation    |
50. A form of media that transmits information and convey norms and values about marriage and family.
- |                             |                |
|-----------------------------|----------------|
| a. sitcoms                  | c. talk shows  |
| b. advice/information genre | d. soap operas |
51. There has been a shift in American values from an emphasis on obligation and self-sacrifice to
- |   |                         |
|---|-------------------------|
| a. political agendas                    | c. socialism            |
| b. individualism and self-gratification | d. communal orientation |

## FCS 420 – Child Development in the Family and Community

52. The ecological perspective in developmental psychology
- looks beyond the child and his/her immediate family, i.e. to the neighborhood, the child's school, the parents' jobs, etc., to explain development
  - emphasizes teaching children as early as possible about protection of the natural environment
  - uses evolutionary theory to explain in-born patterns of behavior
  - applies theories of animal behavior to understanding human behavior
  - all of the above
53. Members of the high-context macrosystems
- tend to try to control nature.
  - are more likely to expect personal freedom
  - are more likely to follow traditional role expectations.
  - tend to have fragmental social relations.
54. a become acquainted with one another.
- acquire the knowledge, skills, and traits enabling them to participate in society.
  - become members of a political party.
  - acquire the knowledge, skills, and traits enabling them to be accepted into a higher socioeconomic status.
55. "Your" nuclear family of orientation consists of
- |    |                                      |    |                                  |
|----|--------------------------------------|----|----------------------------------|
| a. | you, your spouse, your children      | c. | you, your siblings, your parents |
| b. | you, your parents, your grandparents | d. | you, your siblings, your cousins |
56. Every socializing agent engages in training for
- |    |                      |    |                       |
|----|----------------------|----|-----------------------|
| a. | stability            | c. | change                |
| b. | stability and change | d. | technology and change |
57. Being able to look at the world only from one's own point of view is known as
- |    |             |    |               |
|----|-------------|----|---------------|
| a. | egocentrism | c. | ethnocentrism |
| b. | egotism     | d. | chauvinism    |
58. One of the most common unrealistic expectations of blended families is
- |    |                 |    |                    |
|----|-----------------|----|--------------------|
| a. | a lack of anger | c. | a lack of jealousy |
| b. | instant love    | d. | an easy transition |
59. In general, lower-class parents train their children to
- |    |                         |    |                 |
|----|-------------------------|----|-----------------|
| a. | be achievement-oriented | c. | be obedient     |
| b. | restrain aggression     | d. | show initiative |
60. An influence on parenting style is the
- |    |                                   |    |                         |
|----|-----------------------------------|----|-------------------------|
| a. | age of the child                  | c. | spacing of the children |
| b. | child's and parent's temperaments | d. | all of the above        |
61. Psychological abuse includes
- |    |                          |    |                  |
|----|--------------------------|----|------------------|
| a. | inconsistency            | c. | belittling       |
| b. | unrealistic expectations | d. | all of the above |

62. The socialization mechanism that peers employ to influence on another's behavior is
- a. reinforcement
  - b. modeling
  - c. rejection
  - d. all of the above
63. While viewing television, preschool children
- a. have difficulty distinguishing fantasy from reality
  - b. haven't begun to develop their imaginations yet
  - c. understand what they watch on television
  - d. don't imitate what they see on television

**Department of Family and Consumer Sciences**  
**Nutrition and Food – Concentration in Food Service Management**  
**Outcomes Assessment Exam – 2006-2007**

**FCS 110 – Fundamentals of Food**

1. Which cooking method does not incorporate air into baked products?
  - a. Stirring
  - b. Beating
  - c. Sifting
  - d. Grinding
  - e. Creaming
  
2. The number one reason for a food-borne illness is:
  - a. an infected employee handling the food.
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  - d. foods held at 150°F.
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**FCS 305 – Life Cycle Nutrition**

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  - a. 10%
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  - c. 30%
  - d. 40%
  
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  - c. fat
  - d. vitamins

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### FCS 325 – Food Economics and Culture

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  - the cost of ingredients
  - the occasion
  - all of the above
21. "Core" foods in a diet refers to staple items eaten
- daily
  - twice a week
  - for holy days
  - only for celebrations
  - specifically at funerals
22. The cost per serving of foods such as fresh cherries or a whole chicken
- is the same as the cost per pound purchased of the food item.
  - will be more expensive than its cost per pound purchased due to waste
  - will be less expensive than its cost per pound purchased due to waste
23. The interconnected web of human knowledge, beliefs and behaviors that are learned and communicated to succeeding generations in a group is known as
- lifestyle
  - ethnicity
  - race
  - culture
  - genetic potential
24. Jewish dietary laws prohibit consumption of all of the following EXCEPT
- shellfish
  - meat and milk at the same meal
  - pork
  - chicken
  - non-Kosher beef
25. Islamic Dietary Laws dictate all of the following EXCEPT
- Hands be washed for eating and after the meal
  - Only the right hand be used for food if eating without utensils
  - Meat from scavengers be avoided
  - Fasting be avoided because it is sinful

26. The degree to which an individual has adopted patterns in behaviors and thought processes is termed:
- a. acculturation
  - b. ethnocentrism
  - c. ethnicity
  - d. stereotyping
27. Factors that influence the migration of foods between continents include foreign conquests, trade, slavery and environmental changes.
- a. True
  - b. False

**FCS 435 – Food Service Production and Management**

28. Which of the following is the most expensive material used to make pots and pans?
- a. stainless steel
  - b. copper
  - c. cast iron
  - d. aluminum
29. A pressure cooker
- a. is used to compress foods
  - b. reduces cooking time
  - c. increases cooking time
30. A \_\_\_\_\_ can be used as a griddle, fry pan, brazier, stew pot, stock pot, steamer, or steam table.
- a. rotisserie
  - b. tilting skillet
  - c. steam cooker
  - d. steam-jacketed kettle
31. A bain marie is
- a. used to store food
  - b. a tall, cylindrical stainless steel container
  - c. used to keep foods hot in a hot water bath
  - d. all of the above
32. A foodservice manager for a conventional food service operation wants to add a new item to a cafeteria in response to frequent requests from customers. The product requires a challenging preparation technique that none of the cooks have used. The first approach to a solution should be to:
- a. hire a professional chef
  - b. don't put the item on the menu
  - c. check with vendors to see if a "heat and serve" form is available
  - d. assess the potential for training the cooks
33. The following menu is planned for a senior center congregate meal site:
- Entrée: Tuna Noodle Casserole  
Raspberry Gelatin  
Orange Sherbet  
Creamed Peas
- Which of the following characteristics is in most need of improvement?
- a. color
  - b. texture
  - c. flavor
  - d. temperature

## FCS 445 – Catering

34. What information is unnecessary to include in a catering contract?
- Exact kind of food product/menu and service to be provided by caterer
  - Cancellation policy and penalty
  - Payment policy
  - Deadline by which changes to the plan can be made by client
  - None of the above; all should be included
35. Planning a successful event is a complex skill. Which of the following promote a positive, successful operation for both client and caterer?
- Plan every detail to be as prepared as possible for the unforeseen
  - Take seriously the client's concerns/anxieties
  - Always give value for the client's cost
  - all of the above
  - A and C only
36. A guest's place setting for an event should
- be as elaborate as possible to show your high level of expertise.
  - be as colorful as possible to show your artistic ability.
  - keep with the event theme, enhancing its aesthetic value yet be diner-friendly.
  - a low priority, as the menu and food preparation are what the client pays for.
  - always include two forks, one knife and two spoons.
37. When setting up food service tables for buffet-style dining,
- eating utensils and napkins are best picked up last by the guest.
  - plates or bowls are best picked up first by the guest.
  - cold foods are placed earlier in the food line than foods to be served hot.
  - service staff should be assigned to monitor need for refilling serving dishes.
  - all of the above
38. Your standardized recipe for a soup to be used for an event indicates a yield of twelve half-cup portions. You want to serve 12 people but need to use bowls that each hold 1½ cups. What is the factor that you will have to use to expand your recipe to produce the desired number of servings and serving size?
- 6
  - 25
  - 12
  - 3
  - 4
39. When selecting a purveyor for ingredients and supplies for your catered events,
- the best one for your client will always be the least expensive source.
  - convenience to your commissary is the first priority.
  - you need to have pre-determined the detailed product specifications of needed items.
  - the best one for your client will always be the most expensive one.
  - wholesale warehouses are the least expensive choice.

**Department of Family and Consumer Sciences**  
**Nutrition and Food – Concentration in Nutrition and Health**  
**Outcomes Assessment Exam – 2006-2007**

**FCS 110 – Fundamentals of Food**

1. Which cooking method does not incorporate air into baked products?
  - a. Stirring
  - b. Beating
  - c. Sifting
  - d. Grinding
  - e. Creaming
  
2. The number one reason for a food-borne illness is:
  - a. an infected employee handling the food.
  - b. failure to cool foods properly.
  - c. foods being cooked at a temperature which is too high.
  - d. foods held at 150°F.
  - e. pesticide exposure to produce.
  
3. How many teaspoons are in a tablespoon?
  - a. 2
  - b. 3
  - c. 4
  - d. 0.5
  - e. 0.33
  
4. The “danger zone “ where most food-borne pathogens grow is between:
  - a. 40 – 165°F
  - b. 65 – 180°F
  - c. 250 – 350°F
  - d. 0 – 40°F
  - e. 40 – 140°F
  
5. The recipe calls for ½ cup oil. The best measuring technique would be to use:
  - a. a liquid one cup measuring cup filled to the ½ cup mark
  - b. a dry one cup measuring cup filled half way
  - c. a dry ½ cup measuring cup filled to the brim
  - d. a liquid one cup measuring cup filled to the top
  
6. You forgot to take out the package of chicken out of the freezer for tonight’s dinner. What’s your best option for safe thawing?
  - a. microwave it
  - b. run them under hot water
  - c. leave them out on the kitchen counter
  - d. cook them frozen

**FCS 225 – Fundamentals of Nutrition**

7. \_\_\_\_\_ refers to the amount of vitamin or mineral that’s absorbable and usable by the body.
  - a. Digestibility
  - b. Bioavailability
  - c. Minimum Daily Requirement
  - d. Tolerable Upper Limit

8. Which of the following is true about water and health?
  - a. The body can live without food longer than it can live without water.
  - b. Water losses from the body are greatest through normal stools (ie, non-diarrhea).
  - c. High protein weight loss diets reduce your needs for water.
  - d. High fiber diets reduce your needs for water.
  
9. Research has shown that the risk for neural tube birth defects in pregnancy is reduced if the mother gets supplements of:
 

a. niacin	c. vitamin C
b. folic acid	d. vitamin B 12
  
10. What dietary nutrients are most effective at raising muscle glycogen concentrations for physical activity?
 

a. fats	c. carbohydrates
b. proteins	d. chromium and iron
  
11. Which food protein has the most complete assortment of essential amino acids for the body?
 

a. gelatin	c. egg
b. pinto beans	d. rice
  
12. To obtain healthful omega-3 fats and few saturated fats for a heart-healthy diet, choose more often:
 

a. fish	c. red meat
b. eggs	d. chicken
  
13. When energy-yielding nutrients are consumed in excess, which one(s) can lead to a storage of fat?
 

a. fat only	c. fat and carbohydrate only
b. carbohydrate only	d. fat, carbohydrate and protein
  
14. Which of the following dietary nutrients would most rapidly reverse a state of ketosis in a starving person?
 

a. fat	c. amino acids
b. protein	d. carbohydrate
  
15. If the body is lacking an essential amino acid, what will be the course of action?
  - a. body cells will synthesize it
  - b. protein synthesis will be limited
  - c. health will not be affected as long as other nutrients are adequate
  - d. proteins will be made but they will lack that particular amino acid

**FCS 325 – Food Economics and Culture**

16. In general, most people select the particular foods they eat
  - a. based primarily on the nutrients they need for good health.
  - b. strictly because those foods are available to them.
  - c. mostly because they want to satisfy their body's needs for growth.
  - d. depending on food availability, learned familiarity, and personal preference/selectivity.
  
17. Meal planning should include
  - a. a number of people being served, their ages and health
  - b. the nutrition provided by the foods being served.
  - c. the cost of ingredients
  - d. the occasion
  - e. all of the above

18. "Core" foods in a diet refers to staple items eaten
- daily
  - twice a week
  - for holy days
  - only for celebrations
  - specifically at funerals
19. The cost per serving of foods such as fresh cherries or a whole chicken
- is the same as the cost per pound purchased of the food item.
  - will be more expensive than its cost per pound purchased due to waste
  - will be less expensive than its cost per pound purchased due to waste
20. The interconnected web of human knowledge, beliefs and behaviors that are learned and communicated to succeeding generations in a group is known as
- lifestyle
  - ethnicity
  - race
  - culture
  - genetic potential
21. Jewish dietary laws prohibit consumption of all of the following EXCEPT
- shellfish
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  - chicken
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- Hands be washed for eating and after the meal
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  - Meat from scavengers be avoided
  - Fasting be avoided because it is sinful
23. The degree to which an individual has adopted patterns in behaviors and thought processes is termed:
- acculturation
  - ethnocentrism
  - ethnicity
  - stereotyping
24. Factors that influence the migration of foods between continents include foreign conquests, trade, slavery and environmental changes.
- True
  - False

### FCS – 330 Public Health Nutrition

25. The single most frequent reason for hunger in U.S. communities is
- mental illness.
  - health problems of old age.
  - alcoholism.
  - bad moral character.
  - poverty.
26. In \_\_\_\_\_, data is collected regularly and repeatedly regarding a population's health and nutritional status.
- screening
  - surveillance
  - targeting
  - intervention
27. Cultural competence is
- a process that takes time and effort to achieve
  - a policy that leads to poorer working relationships with cultural groups.
  - a view that one's own culture is the best one to use as the standard of care
  - a set of skills that can be acquired fairly quickly

28. Epidemiology differs from clinical health care and laboratory science because of its focus on
- populations
  - determinants
  - individuals
  - diagnoses
29. Present U.S. data show that households living in poverty and rates of obesity are
- not related.
  - related in that generally, poorer households show a lower rate of obesity.
  - related in that generally, poorer households show a higher rate of obesity.
  - both falling at equal rates.
30. To address food security among older Americans, available are food assistance programs such as
- Food Stamps and local Food Banks
  - WIC
  - Head Start
  - Medicare
31. The number one cause of mortality among Americans is
- breast cancer
  - heart disease
  - cerebral vascular accidents
  - diabetes
  - primary hypertension
32. \_\_\_\_\_ is the foundation of successful cross-cultural communication.
- Body language
  - Active listening
  - Verbal responses
  - The physical distance between two individuals
  - Appropriate gesturing
33. When establishing outcome objectives in the design of a nutrition education class, the planners should consider
- the timeframe of the sessions.
  - the target population.
  - indicators of how success will be measured.
  - instructional aids to be incorporated.
  - all of the above.

### FCS 335 – Nutrition Research Throughout the Life Cycle

34. The net effect of maternal fuel adaptations is to increase the use of \_\_\_\_\_ as a fuel source by the mother and to conserve \_\_\_\_\_ for the fetus.
- glucose, fat
  - protein, glucose
  - fat, glucose
  - glucose, protein
35. By 4 months of age, most infants weigh \_\_\_\_\_ times their birth weight and by 12 months they usually weigh \_\_\_\_\_ times what they weighed at birth.
- two, three
  - three, four
  - four, five
  - five, six
36. Compared to cow's milk, human milk has more:
- calcium
  - total protein
  - lactose
  - casein protein
37. Which person would most likely be in negative nitrogen balance? (Losing more protein than eating)
- a child at 50th percentile for height and weight
  - a pregnant woman
  - an elderly person with poor fitting dentures
  - an adolescent at Tanner Stage 3

38. When an exam given to a group of students results in a very similar mean score each semester it is given, it could be said that the results are:
- a. valid
  - b. precise
  - c. reliable
  - d. accurate
39. In children, obesity is treated by:
- a. a reduction in weight gain as the child grows
  - b. weight loss appropriate for the child's height
  - c. a diligent exercise program
  - d. psychotherapy

#### FCS 340 – Nutrition in Women’s Well Being

40. Scientists believe the isoflavones in soybeans might help with women’s health because isoflavones
- a. are potent pain killers
  - b. cause the kidneys to excrete excess sodium and water (like a diuretic)
  - c. have weak estrogen-like actions in the body
  - d. raise blood cholesterol levels
41. The Women’s Health Initiative study that looked into hormone replacement therapy (HRT) for women in menopause showed that HRT
- a. increased their risk for breast cancer significantly
  - b. increased their risk for bone loss
  - c. reduced their risk for heart disease significantly
  - d. has no significant effect on their health
42. Repeated weight loss and weight gain “cycling” by a woman
- a. can result in slower weight loss and greater weight gain each time
  - b. has little long-term effects on her physical weight nor her emotional health
  - c. increase her metabolic rate in general
  - d. tends to produce less frustration and less negative attitudes about weight loss
43. Lifestyle choices such as \_\_\_\_\_ can LESSEN the risks for developing certain cancers such as colon or breast cancer.
- a. low fruit and vegetable consumption
  - b. cigarette smoking
  - c. regular physical exercise
  - d. large intakes of alcohol
44. Lifestyle choices such as \_\_\_\_\_ INCREASES the chances of developing osteoporosis.
- a. smoking or alcohol use
  - b. weight bearing exercise such as walking
  - c. high calcium intake
  - d. hormone replacement therapy
45. \_\_\_\_\_ is marked by periods of bingeing on large amounts of food then purging through vomiting, laxative abuse, or extreme exercise.
- a. anorexia nervosa
  - b. bulimia nervosa
  - c. binge-eating disorder
  - d. osteopenia

#### FCS 425 – Child Nutrition

46. Normal weight gain during pregnancy amounts to about \_\_\_\_\_ to \_\_\_\_\_ pounds.
- a. 15 – 20
  - b. 20 – 25
  - c. 25 – 35
  - d. 20 – 30



47. Which of the following situations indicate that the mother should not breastfeed?
- |                           |                              |
|---------------------------|------------------------------|
| 1. communicable disease   | 5. moderate coffee drinking  |
| 2. an ordinary cold       | 6. alcohol use               |
| 3. garlic and spicy foods | 7. moderate alcohol drinking |
| 4. drug addiction         |                              |
- a. 1, 3, 4, 5                      b. 2, 4, 6, 7                      c. 1, 4, 6, 7                      d. 3, 5, 6, 7
48. If a one-year old child wants to clumsily spoon feed himself, the parent should
- punish the child
  - gently take the spoon back and feed the child with it
  - let the child eat with his fingers
  - let the child try to feed himself so that he will learn
49. Which of the following practices is not recommended to help children like vegetables?
- serve vegetables warm, not hot
  - promise dessert when vegetables are eaten
  - serve vegetables separately on the plate
  - serve vegetables undercooked and crunchy
50. To ensure that young people eat well, it is important
- to control the availability of food
  - to control the consumption of food
  - not to let them eat except at mealtime
  - to provide an emotional climate that encourages healthy eating
  - to provide access to foods high in fat and sugar for energy
51. Which of the following substances and practices should be in moderation during pregnancy?
- beverages and food containing caffeine
  - alcohol consumption
  - sugar
  - cigarette smoking
  - all of the above
52. A pregnant woman who is constipated asks a health care provider for advice. Assuming no disease is present, what should the health care provider probably tell her to try first?
- increase fluid intake and increase fiber
  - use laxatives
  - eat fewer bulky foods, reduce fiber
  - reduce fluid intake
53. Total fat intake for teens as recommended by the National Institute of Health should be
- |        |        |
|--------|--------|
| a. 25% | c. 40% |
| b. 30% | d. 20% |
54. To prevent obesity during the teen years, parents should encourage the following practice(s) in teens:
- make them clean their plate
  - serve 3 meals a day, without dessert
  - serve them smaller portions
  - make sure they have plenty of physical activity
  - c and d

55. The typical anorexic is
- |               |                    |
|---------------|--------------------|
| 1. male       | 5. educated        |
| 2. female     | 6. lower-class     |
| 3. teenage    | 7. middle-class    |
| 4. uneducated | 8. 30-40 years old |
- a. 1,3,5,7      b. 1,4,6,8      c. 2,3,5,7      d. 2,3,4,6
56. Weight loss for an overweight teen on a reducing diet should not exceed \_\_\_\_\_ pound(s) a week.
- |                  |        |
|------------------|--------|
| a. $\frac{1}{2}$ | d. 3   |
| b. 1             | e. 3-5 |
| c. 2             |        |
57. Protein intake during adolescence should be about \_\_\_\_\_ of the total energy consumed.
- |           |           |           |
|-----------|-----------|-----------|
| a. 50-55% | b. 12-14% | c. 15-20% |
|-----------|-----------|-----------|

**Appendix F**

**Outcomes Assessment Exams Yearly Survey Results**





**Department of Family and Consumer Sciences  
Outcomes Assessment Student Survey Results**

**Six Year Average by Percentages  
2001-2002 to 2006-2007**

Majors	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Average %
Child Development	77	75	79	77	77	76	77
Consumer & Environmental Sciences							
Family & Consumer Sciences	73	0	72	0	72	78	74
Fashion Merchandising	69	73	64	74	72	80	72
Housing & Interior Environments	73	69	81	0	73	78	75
Family Life Services	76	72	77	78	69	74	74
Nutrition & Food							
Food Service Management	0	64	0	74	71	68	69
Nutrition & Health	70	72	75	71	69	66	71
Dietetics	64	66	74	81	72	76	72

**Appendix G**

**University Outcomes Assessment Report –  
Family and Consumer Sciences 2006**

*Point Loma Nazarene University*  
*Department of Family and Consumer Sciences*

## **Outcomes Assessment Report**

*May 1, 2006*



Department of Family and Consumer Sciences

Bachelor of Arts in Child Development

National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment/Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
American Association of Family and Consumer Sciences (AAFCS)	1998-1999	1. TEACH: Graduates will be knowledgeable in the principles of growth and development	Syllabi and Department Documents	Departmental senior assessment exam (internally developed; no national exam is available)	70% score on exam	2001-2006, senior seminar	2001-2006 mean score 77%; 85% of students scored 70% or above	Course content and curriculum adjustments; attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		2. SHAPE: Graduates will be knowledgeable about the interrelatedness of the family and its environment	Syllabi and Department Documents	Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluation presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		3. SEND: Graduates will be experienced in the practice of applying the knowledge of growth and development	Syllabi and Department Documents	Written supervisor evaluation of 45-hour child/youth program participation	All graduating seniors completed 45 hours	2001-2006, yearly	2001-2006 Criteria met; supervisor evaluated field experience	
				Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
				Senior exit interviews	Open-ended questions are asked by faculty panel	2005-2006, senior seminar	Curriculum considerations were discussed by students	Curriculum changes forthcoming; program review 2006-2007

Department of Family and Consumer Sciences

Bachelor of Arts in Consumer and Environmental Sciences

National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
American Association of Family and Consumer Sciences (AAFCS)	1998-1999	1. TEACH: Graduates will comprehend relevant theories of Consumer and Environmental Sciences in human development, family management, personal health and well being, and fashion and housing	Syllabi and Department Documents	Departmental senior assessment exam (Internally developed; no national exam is available)	70% score on exam	2001-2006, senior seminar	2001-2006 mean score 72%; 72% of the students scored 70% or above	Course content and curriculum adjustments; attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		2. SHAPE: Graduates will attain interpersonal skills for successful marriage, family life, interracial accord, and intercultural relations	Syllabi and Department Documents	Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		3. SEND: Students will demonstrate effective practices of Consumer and Environmental Sciences in human development, family management, personal health and well being, and fashion and housing	Syllabi and Department Documents	Supervisor evaluation for students that selected an internship	"Credit" for grade Evaluated by site supervisor and department chair	2001-2006, yearly	2001-2006 Criteria met; 100% of students received "Credit" grade	
				Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006 senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
				Senior exit interviews	Open-ended questions are asked by faculty panel	2005-2006, senior seminar	Curriculum considerations were discussed by students	Curriculum changes forthcoming; program review 2006-2007

Department of Family and Consumer Sciences								
Bachelor of Science in Dietetics								
National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment/Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
American Dietetics Association (ADA) - developmental accreditation granted 2005	2004-2005	1. TEACH: Graduates will demonstrate a knowledge of dietetics	Syllabi and Department Documents	Registered Dietitian (RD) Exam	80% of the students will pass	Beginning 2008-2009 after students complete Internship		Adjustments made to curriculum based on RD exam scores beginning 2008-2009
				Departmental senior assessment exam	70% score on exam	2003-2006, senior seminar	2003-2006 mean score 79%; 100% of students scored 70% or above	Course content and curriculum adjustments, attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2003-2006, senior seminar	2003-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		2. SHAPE: Graduates will write a summary of a topic in the field	Syllabi and Department Documents	Senior research project in FCS 497 evaluated by jury using rubric	70% of the students pass in each major category of the rubric.	2003-2006 senior seminar	2003-2006 100% of students scored 70% or above.	Faculty panel evaluate presentation beginning 2006-2007
				3. SEND: Graduates will be prepared for entry into the dietetics profession	Syllabi and Department Documents	Internship Directors Survey and Alumni Survey (Alumni survey given every five years, beginning 2007-2008)	Average response of 2 for each question (5-point scale)	Begin 2007-2008
		Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury			2003-2006, senior seminar	2003-2006 one faculty member evaluated papers, all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
		Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury			2003-2006, senior seminar	2003-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		Senior exit interviews	Open-ended questions are asked by faculty panel			2005-2006, senior seminar	Curriculum considerations were discussed by students	Curriculum changes forthcoming

Department of Family and Consumer Sciences

Bachelor of Arts in Family Life Services

National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
American Association of Family and Consumer Sciences (AAFCS)	1998-1999	1. TEACH: Graduates will be knowledgeable of life cycle and interrelatedness of the family and its environment	Syllabi and Department Documents	Departmental senior assessment exam (internally developed; no national exam is available)	70% score on exam	2001-2006, senior seminar	2001-2006 mean score 76%; 92% of students scored 70% or above	Course content and curriculum adjustments; attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		2. SHAPE: Graduates will demonstrate a knowledge of principles of life span development related to the enhancement and well being among families of diverse origins	Syllabi and Department Documents	Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		3. SEND: Graduates will demonstrate their knowledge of the life cycle and family issues to evaluate resources available to the family	Syllabi and Department Documents	Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
				Senior exit interviews	Open-ended questions are asked by faculty panel	2005-2006, senior seminar	Curriculum considerations were discussed by students	Curriculum changes forthcoming; program review 2006-2007

Department of Family and Consumer Sciences

Bachelor of Arts in Nutrition and Food

National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
American Association of Family and Consumer Sciences (AAFCS)	1998-1999 2004-2005	1. TEACH: Graduates will comprehend the relationship between diet and disease prevention	Syllabi and Department Documents	Departmental senior assessment exam (Internally developed; no national exam is available)	70% score on exam	2001-2006, senior seminar	2001-2006 mean score 72%; 74% of students scored 70% or above	Course content and curriculum adjustments; attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		2. SHAPE: Graduates will develop a scientific foundation in nutrition and food, healthy meal planning and preparation	Syllabi and Department Documents	Departmental senior assessment exam (Internally developed; no national exam is available)	70% score on exam	2001-2006, senior seminar	2001-2006 mean score 72%; 74% of students scored 70% or above	Course content and curriculum adjustments; attention to future changes in field; revision of exam
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
		3. SEND: Graduates will be knowledgeable about the interrelatedness of the family and its environment	Syllabi and Department Documents	Senior research project in FCS 497, evaluated by jury	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 one faculty member evaluated papers; all students scored 70% or above	Faculty panel evaluate presentation beginning 2006-2007
				Senior portfolio (includes professional goals, written code of ethics, basic achievements and work samples)	70% score, evaluated by jury	2001-2006, senior seminar	2001-2006 Portfolios were evaluated by two full-time faculty members; all students scored above 70%	External professional evaluation jury beginning 2006-2007
				Senior exit interviews	Open-ended questions are appropriate here	2005-2006, senior seminar	Curriculum considerations were discussed by students	Curriculum changes forthcoming

**Appendix H**

**Senior Exit Interview Questions**

# *Senior Exit Interview Questions*

*Revised for 2007-2008*

- **What was your experience with academic advising and your advisor?**
- **What major courses or content was most beneficial to you?**
- **What suggestions do you have for improving your major and/or the coursework?**
- **Generally what assignments were the most and least helpful to you in your major courses?**
- **What was your biggest academic challenge?**
- **How well prepared were you for the Outcomes Assessment exam?**
- **Would you recommend students/friends to major in the Department of Family and Consumer Sciences?**
- **Overall what impact has your major had on your life?**
- **Overall what impact has being in the Department of Family and Consumer Sciences had on your life?**

**Appendix I**

**Senior Exit Interview Responses 2005, 2006 and 2007**



Exit Interview Responses  
Spring 2007

What was most valuable in your major?

Business courses in Int Design – enjoyed them  
Foundation knowledge gained in dietetics/resources/support/network

Favorite Course?

Nutr 225 – well rounded, core knowledge  
Child Dev: Adm Supervision – applying theory  
Art 102 – challenging, foundation for Int Design  
1<sup>st</sup> Int Design class  
Graphic design – make it essential, helped in internship  
Need more Apple computer work  
Would help to have a minor in Art (fashion)  
Business courses for dietetics were valuable  
Accounting helped get good at Excel – helped with Food Service Mgmt  
Adv Housing – real life experience – applying knowledge  
Personal Selling  
Personal Resource Mgmt – realized afterwards it was worthwhile  
Family Planning Mgmt – “real”  
Special Needs – research for ourselves  
Psych required courses - goes beyond younger child – rounded out educ.

Would you recommend your major?

Many nods “yes”  
Fashion – small, know everyone, courses mesh together  
Child Dev – rec to friends who want to teach – FCS has stronger base  
Fashion & Int Design – rec do together, tie-in, compliment  
Nutr & Health – repetitive courses, similar, doesn't feel really prepared, doesn't  
feel confident as she thinks the dietetics majors are  
Make nutr courses more specific.  
Lifecycle & Child Nutr – too repetitive  
Would like a fashion sketch class – more creative, also do an art portfolio  
Students split between more design vs. more business courses in Fashion  
Combine Child Dev & Child Psych – suggest it be team taught  
Human Dev & Personality Dev – also suggest it be team taught

Would you encourage freshmen to do your major?

Dietetics – yes, hang in there, a lot of science  
Take Anatomy 1<sup>st</sup> instead of waiting until senior year

Other Comments:

Need an Adolescent class  
Add an Infant & Toddler class – include nutrition there  
Need 2 semesters for MNT (dietetics)

Internship is too much, or change to 1 unit = 40 hours for good exposure but not so overwhelming; or nice to have range available; spent ½ of break just trying to get hours in

Would be nice to add 1 unit internship to dietetics

Why do some classes have so many projects worth so little points? Tests were worth so much more. Learn more from projects, takes more time, yet weighted so little

Nutr classes – projects and tests weighted more evenly

#### Biggest Academic Challenge?

Anatomy – would like it to be slower paced

GE's: too much time spent there; frustrating

GE's: too hard, we're only taking it because they're GE

GE's: no connection between courses (although some disagreed)

Too many GE's

Liked – theology, philosophy – those that change your thinking; not science

No way some majors can graduate on time unless test out of some units or take summer school

Child Dev & Human Dev (Dr Wilder + Prof Foster) – hard time connecting lecture + exam material

Every other year courses: did study abroad and no way she can graduate with class – tried everything

Gen Advising – says you need 2 yrs in major – need to declare earlier

FCS 230 – more beneficial as a senior

Frustrated with Sr Senior – need more thorough explanation of resume, cover letters, portfolios, etc – need more examples, organizational tips & tie together at end of major

Add to all syllabi – “great for portfolio use” in earlier courses

Computer class – how to format resume

Exit Interview Responses  
Spring 06

Best class?

- MNT – information, volunteer experience, challenging
- Lifecycle and EC Educ. – applicable, learned I want to teach, learning philosophy
- Lifecycle and Human Dev. – a lot of info, good basic knowledge for each age group

GE Class?

Philosophy, New Testament

Other Good Classes in Major?

- Cultural Foods – enjoyed learning the cultures then cooking the food
- 225 and 345 – kept books, good basic background
- Foster's 2 quad classes

Keep Senior Seminar a semester class or change to Quad?

- Should be quad since only meets 1x/week
- Should not – like it spread out over semester
- Helpful to have portfolio project spread out over semester
- Liked sharing and re-working the pieces of portfolio project
- More applicable to have class in last semester before graduation

Freshman Advice?

- Get experience in your field now (dietetics)
- Child Dev – liked working in ECLC right as freshman
- Started “undeclared” and wasted ~20 units, couldn't count in major or as GE's
- Have Jr/Sr majors speak to freshman about major/careers (dorms? FCS student club? PhiU?)

Learning Styles that you felt best suited you?

- Best was practical application
- Harder to read materials and be tested in lower level classes
- Helpful to do research paper/project/oral presentations than just memorize facts
- Susan more hands-on, Sandy more challenging, Kay struggled with tests, study guide helped
- Helps to have visual aids (PowerPoint, overheads, handouts of notes, notes on EClass)
- Nancy K – good PowerPoint, appreciates your effort
- Margaret – likes having all materials on EClass

Are you less likely to come to class when you have all the notes?

- Yes, because you need to hear the discussion, do hands-on projects, field trips, guest speaker, see video, etc.

If you struggled with class material, did you find campus resources to help?

- Don't see FCS majors at academic support
- Need to be responsible for self
- Children's Literature – overanalyzed books, needs to relate to child's development (please email thoughts to Kay next fall, will relay info Chair-to-Chair)

Feel prepared for OAE?

- Overall, yes. Some courses (MNT, Adv. Nutr) so broad that few questions seems ridiculous

Overall:

Loves personal aura of dept, respects professors, but feels we allow students to take advantage of us (change due dates, too flexible, too giving, feels students disrespect us. Need to set boundaries and stick to them)

Beef up content in Personal Resource Mgmt. – didn't learn much, needs more practical knowledge. PRM reminded her of Senior Seminar  
Economics course was helpful

**What was the most beneficial academic experience?**

Dev of children with special disabilities which helped identify children that need help as well as helping all children better

Parenting was valuable and exciting to learn about our future,  
very helpful, has used information in her personal family relationships

food culture class and another? Therapeutic nutrition or something

experienced other schools and she loved the teachers here! Being able to look up to us as mentors

fashion program preparation was excellent for program in Paris

general—she felt all the professors are prepared and do a great job in what they teach.

Catering was a great class and needs to be promoted more, it was so much fun and the turnout was so small

Early childhood education was so important in allowing us to develop our views of children and teaching. It was so important that rogers let us develop our own views and feelings.

3 people spoke on this class with the same general view—allowed them to see a lot of different teaching styles that each of them used.

Interactive classes in fashion were great and need to be offered more often

The 2 internships in interiors was so important to her development and it needs to be a requirement. She thinks it would be really important to have everyone do this as a requirement

Liked how the CD courses build on each other and applying it to her life and studies.

FN fieldtrips and speakers were valuable and appreciated.

Like that our doors are always open which encourage us to behave and perform well.

Always feel I have to make an appointment and that everyone is always busy in the office. She seemed to be speaking about going into E102. found it hard to leave a note or get a quick response. Athletics uses a white board.

Nice if education dept would share a bit more with us so that we know what is going home. Sandy shared that we are developing a list of the things you need to do if you are going into education so you will have guidelines.

Get rid of some of the philosophy, ?, childrens lit, and make evyone on take child development

**Would you recommend your major?**

Yes, some even said they were here because someone recommended our department

Need an advanced foods class

Infant/toddler class

Internship

Internship in psych for CD majors –would like more connection with the two departments

Fashion merchandising the business classes take up so much of the credits, would have liked textiles to have been double the credits. Wants a fashion selling class or if that isn't possible more of the credits of the major be in fashion area

Choose a different path so they could go more business or more fashion while be in the same "major"

Personal resource management goes too quick, the information is important yet it goes too fast

- Overlapped with senior seminar, need to take parts of the two and combine, too much busy work in both.

Child dev in the family and human development seemed way too much alike, need to make them more different

- Seconded by another that one should be an upper div elective

Life cycle and child development nutrition should be combined. Discussion about that, not everyone agreed

Like personal family health but not sure it relates to her major. Lot of agreement on that subject. Several were very vocal about that not relating to their major

Mentioned that perhaps personal resource mgt needs to be a senior level course when they would really use it to set their goals etc. Disagreement on that subject though. Summarized well by one who said that it needed

Need a codes class for housing and interiors major – emphasize residential over commercial but don't ignore commercial

## ADVISING

Uninformed about the prerequisites, need to have more advisors, sees this as improving now that Wilder is not doing all the advising for F?N

Want a plan for what is the expected sequence of courses like other departments have.

Want to have the schedule for the entire 4 years ahead like at Pepperdine

Liked how the schedule was planned out by Kay a semester ahead

Positive experience with advising, kay helped work out substitutions for my courses while I was in Paris

We feel that you are doing well with helping us and giving us confidence and helping us understand the application of all this to our major

Felt I was cared for while other schools have little continuity

Liked how you sat down with us and helped planned out the schedule while my roommates didn't get any help

Liked the personal touch

Is there anyway we could have more of an idea of the requirements for different state teaching credentials or even other California schools and their needs for their teaching credentials

Dietetics program getting program is great, want more info about getting an internships etc.

Portfolio requirements developed as something they get in advising  
In every syllabus have the items suggested to keep for portfolio

Pictures good of all projects helpful

#### FINAL COMMENTS

You have been so amazing, we all love you

Tests are really tricky

**What was the most beneficial academic experience?**

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Pictures good of all projects helpful

#### FINAL COMMENTS

You have been so amazing, we all love you

Tests are really tricky

Exit Interview Responses  
Fall 2005

What was your most beneficial academic experience?

Special disabilities class – learning all varieties, helped with applying to all children  
Family & Parenting – variety of styles, useful info for personal family  
Food Culture class – liked learning other cultures  
Medical Nutrition Therapy – got excited for clinical work  
I've been to 3 schools – best teachers here; look up to; supportive; helpful; thorough  
Went to Paris for summer (fashion mech.) – knew more than others  
Catering – feels it should be better promoted  
Early Childhood Ed. – feels prepared to teach; felt was able to develop own belief system on how to teach children; practical  
Same as above – got to do own teaching, plus see how others did theirs; dev. own style  
Fashion – interactive classes; need to promote more to others  
Did an internship in Housing & Design – recommend required internship  
EC – likes how classes build on each other; apply to real life  
Dietetics – appreciated field trips and guest speakers  
Door are always open; closer relationship; more inclined to want to do better

Suggestions for improvements in the dept.

Unlucky with open door policy when tried to drop in; let messages that were not returned. Suggests board to tack notes on or white board on door for quicker response  
Education dept not available – could we be more informed of what is going on and communicate with those that have questions  
Get rid of some GE classes

Would you recommend this major to others?

A resounding YES!  
Need Adv. Foods to follow up 110  
Need an Infant/Toddler class  
Require an internship for Fashion major  
Business classes are worth more units, and Fashion less – need to change around  
Fashion/marketing – provide field trip in buying process or sales  
Choose a path in Fashion Mech. – business or fashion emphasis  
PRM – a lot of info in a short time; hard to digest; much not relevant to child dev.  
Child Dev – some material seemed redundant  
PRM & Senior Seminar – combine and cut some from each course; felt more busy work; better to teach time mgmt skills earlier in major  
Combine Lifecycle and Child Nutrition classes  
315 – liked course but questions how relevant to what we're studying  
PRM – liked course; should take as senior for goal setting and stop history of FCS  
PRM – helped prepare resume and feel more confident for applying to jobs  
Housing & Interior Design – have class on codes (residential and commercial)

Communicate earlier about working on portfolio so can save projects (Advising chapel or advising guides or on every syllabus)

What would you change in the academic advising and what would you keep?

3 year grad – not informed of prerequisites; not cleared for enrollment; overwhelmed; stressful; need more counseling

Liked advising guides – but others have a 4 yr plan; need similar guide

Other colleges have schedules out 4 years in advance to help plan

Liked when Dr. Wilder planned ahead 2 semesters

Had positive experience – appreciate flexibility with allowing substitute courses

Liked being walked through schedules

Helped to be more confident; felt like cared for

Felt excepting of getting classes from other universities

Have list of credentialing requirements in other states or other schools in area

Psych dept – helps plan for after graduation

More info on internships and how to apply

**Appendix J**

**Department Alumni Survey Questionnaire**



POINT LOMA  
NAZARENE  
UNIVERSITY

October 14, 2006

Department of  
Family and  
Consumer  
Sciences

Dear Department of Family and Consumer Sciences (Human Environmental Sciences)Alumnus,

We are excited to write you as we begin the 2006-2007 school year. We are eager to learn about you and your ideas about our program. Seven years have passed since our last program review. We gained much from those who responded and made important changes for our students. As you might know, we have received from the American Dietetic Association, Developmental Accreditation for our Dietetics Program. Students majoring within our department have numbered to 140 and faculty members have grown to five full-time and two part-time faculty. It has been wonderful to see this wonderful growth in the department.

We are interested in updating our data and soliciting feed-back from you concerning our programs. Please take the time to complete the survey included in this mailing and return it to us in the self-addressed prepaid envelope by November 15, 2006. We welcome your candor and need your assistance to continue a quality education within the department. Data collected in the survey will be used in our self-study Program Review for the University. Please be assured your responses will remain anonymous.

We would like to invite you to the Department of Family and Consumer Sciences Alumni Breakfast, November 18, 2006, the Saturday of Homecoming weekend. It will be from 10:00 – 11:00 am in Evans Hall courtyard. We are looking forward to seeing as many of you as possible.

We are eager to hear back from you, to hear about your world, and how your University studies have been involved in your life. At the same time, any ideas or contributions for scholarships, equipment and resources are always welcome! We would love to hear from you.

Warmest regards,

Kay M. Wilder, Ed.D., C.F.C.S.  
Chair, Department of Family and Consumer Sciences

KMW:dlk

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Point Loma Nazarene University

Alumni Survey – Fall 2006

I. DEMOGRAPHICS

- A. ( ) Female ( ) Male
B. Ethnicity ( ) Asian ( ) White Non-Hispanic ( ) Decline to state ( ) Hispanic ( ) African American ( ) Other
C. Years attended PLNU \_\_\_ to \_\_\_
D. Graduation Year \_\_\_\_\_
E. Major ( ) Child Development ( ) Dietetics ( ) Family Life Services ( ) Food Service Management ( ) Family and Consumer Sciences ( ) Nutrition and Health ( ) Fashion Merchandising ( ) Home Economics ( ) Housing and Interior ( ) Other

Programs completed after PLNU graduation:

- F. Degree University/Subject Area ( ) Master of Art ( ) Master of Science ( ) Doctor of Education (Ed.D.) ( ) Doctor of Philosophy (Ph.D.) ( ) Other

G. List any books, articles or papers you have authored:

II. DEPARTMENT PROGRAM EVALUATION

Please evaluate the following courses completed for your major at PLNU. While some courses have been added, deleted, or changed titles over the years, please rate to the best of your recollection the value of the courses listed below on a scale from 1 to 4 (1 = little value, 4 = great value). If you did not take the course, please mark an X.

Child Development

- \_\_\_ Human Development \_\_\_ Family and Consumer Sciences Senior Seminar \_\_\_ Early Childhood Education \_\_\_ Family and Parenting \_\_\_ Personal Resource Management \_\_\_ Administration & Supervision in Early Child Education \_\_\_ Child Nutrition \_\_\_ Personal, Family, and Community Health \_\_\_ Lifecycle Nutrition \_\_\_ Development of Children with Special Needs \_\_\_ Child Development in the Family & Community

## Family Life Services

- \_\_\_ Human Development
- \_\_\_ Problems of Family Housing
- \_\_\_ Fundamentals of Food
- \_\_\_ Life Cycle Nutrition
- \_\_\_ Food Economics and Culture
- \_\_\_ Consumer Economics

### Family and Consumer Sciences

- \_\_\_ Apparel Construction
- \_\_\_ Fundamentals of Food
- \_\_\_ Fundamentals of Interior Design
- \_\_\_ Child and Adolescent Development
- \_\_\_ Fashion Industry
- \_\_\_ Human Development
- \_\_\_ Problems of Family Housing
- \_\_\_ Personal Resource Management
- \_\_\_ Life Cycle Nutrition
- \_\_\_ Personal, Family, and Community Health
- \_\_\_ Advanced Housing Environments
- \_\_\_ Consumer Economics
- \_\_\_ Apparel in Human Behavior and Culture
- \_\_\_ Family and Parenting
- \_\_\_ Family and Consumer Sciences Internship
- \_\_\_ Family and Consumer Sciences Senior Seminar
- \_\_\_ Early Childhood Education
- \_\_\_ Food Economics and Culture
- \_\_\_ Flat Pattern Making
- \_\_\_ Textile Science
- \_\_\_ Secondary School Methods in Family and Consumer Sciences
- \_\_\_ Child Development in the Family and Community
- \_\_\_ Child Nutrition
- \_\_\_ Food Service Production and Management
- \_\_\_ Administration and Supervision in Early Childhood Education
- \_\_\_ Practicum in Child Development

### Fashion Merchandising

- \_\_\_ Apparel Construction
- \_\_\_ Fashion Industry
- \_\_\_ History of Costume
- \_\_\_ Human Development
- \_\_\_ Visual Presentation and Display
- \_\_\_ Introduction to Computer-Aided Design
- \_\_\_ Personal Resource Management
- \_\_\_ Apparel in Human Behavior and Culture
- \_\_\_ Fashion Merchandising
- \_\_\_ Flat Pattern Making
- \_\_\_ Textile Science

- \_\_\_ Child Development in the Family and Community
- \_\_\_ Family and Consumer Sciences Senior Seminar
- \_\_\_ Personal Resource Management
- \_\_\_ Personal, Family and Community Health
- \_\_\_ Nutrition of Women's Well-Being
- \_\_\_ Family and Parenting

### Nutrition and Health

- \_\_\_ Fundamentals of Food
- \_\_\_ Human Development
- \_\_\_ Fundamentals of Nutrition
- \_\_\_ Personal Resource Management
- \_\_\_ Personal, Family, and Community Health
- \_\_\_ Food Economics and Culture
- \_\_\_ Community Nutrition
- \_\_\_ Nutrition Research Through the Life Cycle
- \_\_\_ Nutrition of Women's Well-Being
- \_\_\_ Child Nutrition

### Food Service Management

- \_\_\_ Fundamentals of Food
- \_\_\_ Human Development
- \_\_\_ Personal Resource Management
- \_\_\_ Life Cycle Nutrition
- \_\_\_ Personal, Family and Community Health
- \_\_\_ Food Economics and Culture
- \_\_\_ Food Service Production and Management
- \_\_\_ Catering
- \_\_\_ Family and Consumer Sciences Internship
- \_\_\_ Family and Consumer Sciences Senior Seminar

### Dietetics

- \_\_\_ Fundamentals of Food
- \_\_\_ Fundamentals of Nutrition
- \_\_\_ Human Development
- \_\_\_ Personal Resource Management
- \_\_\_ Personal, Family and Community Health
- \_\_\_ Food Economics and Culture
- \_\_\_ Community Nutrition
- \_\_\_ Nutrition Research Through the Life Cycle
- \_\_\_ Advanced Nutrition
- \_\_\_ Medical Nutrition Therapy
- \_\_\_ Food Service Production and Management
- \_\_\_ Food Science
- \_\_\_ Senior Seminar
- \_\_\_ Life Cycle Nutrition
- \_\_\_ Nutrition of Women's Well-Being



## Housing and Interior Environments

Fundamentals of Interior Design  
 Human Development  
 Introduction to Computer-Aided Design  
     Problems  
 Problems of Family Housing  
 Personal Resource Management  
 Advanced Housing Environments  
 Interior Design Materials, Lighting and  
     Residential Equipment

Visual Presentation and Display  
 History of Design in Housing and Furniture  
 Textile Science  
 Family and Consumer Sciences Senior Seminar

On a scale of 1 to 5 (1 = little value and 5 = greatest value) complete the following statements:  
 (please circle the best answer)

1. Academic advising by the Family and Consumer Sciences faculty was:  
                                   1                   2                   3                   4                   5
2. If applicable, the field experience gained through an internship was:  
                                   1                   2                   3                   4                   5
3. The value of completing your professional portfolio during the Senior Seminar was:  
                                   1                   2                   3                   4                   5
4. Within the Family and Consumer Sciences Department my professors' knowledge of  
 the subject was:  
                                   1                   2                   3                   4                   5
5. The degree to which the courses in my major were stimulating and rigorous was:  
                                   1                   2                   3                   4                   5
6. The assignments for courses in my major classes were:  
                                   1                   2                   3                   4                   5
7. The overall impact of the major program on my life was:  
                                   1                   2                   3                   4                   5
8. My academic preparation for graduate study was:  
                                   1                   2                   3                   4                   5                   N/A
9. My preparation to pursue my professional career after graduation was:  
                                   1                   2                   3                   4                   5

III. PROFESSIONAL EXPERIENCE

- A. Are you currently employed in a Family and Consumer Sciences related profession? If yes indicate the area.  
 Yes       Family       Child Development       Housing and Interiors  
 No       Fashion       Food, Nutrition and Health       Other \_\_\_\_\_

Job Description:

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- B. Do you or have you owned your own business related to the profession of Family and Consumer Sciences?

Yes       No

If yes, please identify:

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- C. How else have you used your Family and Consumer Sciences department coursework in your life?

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- D. In your first five years of employment as a \_\_\_\_\_, what aspects of your major were of greatest value to you as a successful professional (i.e. field trips, writing component, internship, coursework, etc.)?

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- E. Please tell us about yourself and family:

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Thank you very much for your important insight into the continued pursuit of excellence in the Department of Family and Consumer Science. Please add any additional thoughts about the department, coursework, or faculty. If you are interested in receiving news from the Family and Consumer Science Department from time to time, please include your email address:

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**Appendix K**

**Department Alumni Survey Results**

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
Point Loma Nazarene University  
*Alumni Survey 2006-2007*

DEMOGRAPHICS

A. Gender

<i>Female</i>	55
<i>Male</i>	0

B. Ethnicity

<i>Asian</i>	2
<i>Hispanic</i>	2
<i>White Non-Hispanic</i>	45
<i>African American</i>	
<i>Decline to state</i>	1
<i>Other</i>	5

C. Years Attended PLNU

1981-1986	1
1990-1995	1
1991-1995	1
1991-1996	1
1992-1996	2
1993-1997	2
1993-1998	2
1993-2002	1
1994-1998	2
1994-1999	1
1994-2002	1
1995-1999	2
1995-2000	2
1996-1999	1
1996-2000	4
1996-2001	1
1997-1999	2
1997-2001	3
1997-2002	1
1998-2001	3
1998-2002	2
1999-2002	2
1999-2003	2
2000-2004	2
2001-2003	1
2001-2004	2
2001-2005	3
2002-2004	1
2002-2005	1

2002-2006	3
2003-2005	1
2003-2006	1

**D. Graduation Year**

1986	1
1995	4
1996	2
1997	2
1998	6
1999	6
2000	5
2001	7
2002	5
2003	3
2004	5
2005	5
2006	4

**E. Major**

<i>Child Development</i>	36
<i>Family and Life Services</i>	9
<i>Family and Consumer Sciences</i>	2
<i>Fashion Merchandising</i>	2
<i>Housing and Interior</i>	
<i>Dietetics</i>	4
<i>Food Service Management</i>	
<i>Nutrition and Health</i>	2
<i>Home Economics</i>	
<i>Other</i>	

**F. Programs completed after PLNU**

**University/Subject Area**

**Master of Art**

Specialization in Infants and Toddlers  
 Social Work  
 Teaching Credential  
 University of Denver/Master in Social Work  
 Sonoma State/Education  
 Early Childhood Education  
 Capella University  
 PLNU Bakersfield/Adm. Leadership  
 Language, Reading, and Culture  
 PLNU/Education  
 PLNU/Education  
 Azusa Pacific University/Human and Org. Dev. (HR Business)

**Master of Science**

National/Special Education  
 School Psychology  
 University of Cincinnati/FNP, MSN Nurse practitioner (summer)  
 SDSU/Kinesiology

**Doctor of Education (Ed.D.)**

**Doctor of Philosophy (Ph.D)**

**Other**

Lomalinda University/Nutrition, R.D.  
Certified Nutrition Support Dietitian/Certified Lactation Educator  
Christian Heritage College/Elementary Teaching Credential  
Teaching Credential  
Teaching Credential  
Multiple Subject Teaching Credential  
P.P.S. Edu. Credential/School Counseling/School Psychology  
Teaching Credential and Masters of Education in Technology  
Child Life Specialist Certification  
National/Teaching Credential  
Teaching Credential - Math  
MED  
SDSU/Certificate - Community Economic Development  
PLNU/Admin. Cred. And Multiple Subjects Credential  
Masters of Public Health  
Police Academy  
BS - Speech and Hearing Sciences  
PLNU/Teaching Credential  
PLNU/Teaching Credential  
Teaching Credential

**G. List any books, articles or papers you have authored:**

Article on SIDS prevention in the newsletter for Doulas Assn. of Southern California, Sept. 06



**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**  
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**DEPARTMENT PROGRAM EVALUATION**

***Child Development***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>						
Human Development	2	2	3	3	4	4	4
Early Childhood Education	4	4	4	3	4	4	4
Personal Resource Management	3		1		4	2	
Child Nutrition	4	3	4	4	4	2	4
Lifecycle Nutrition	4	3	2	4	4	2	4
Child Development in the Family and Community	3	4	3	3	4	3	4
Family and Consumer Sciences Senior Seminar	2	2	3	4	4	2	4
Family and Parenting	3	2	2		4	4	
Administration and Supervision in Early Child Education	3		3	2	4	4	
Personal, Family, and Community Health	2	3	2		4	2	
Development of Children with Special Needs	4	4	1		4	4	

***Family Life Services***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>						
Human Development	3	3	3	4	4	4	3
Problems of Family Housing	2	2	3	2	3	2	2
Fundamentals of Food	2	2	1	4		2	3
Lifecycle Nutrition	3	4	2	4	3	2	4
Food Economics and Culture	2	2	1	4			3
Consumer Economics	3	2	1	3	3	2	4
Child Development in the Family and Community	3	3	3	2		4	3
Family and Consumer Sciences Senior Seminar	1	2	3	4	4	3	4
Personal Resource Management	1	3	2	3	3	3	4
Personal, Family, and Community Health	3	3	3	3	3	4	3
Nutrition of Women's Well-Being				3			
Family and Parenting	3	4	3			4	

***Family and Consumer Sciences***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>		
Apparel Construction	4	3	4
Fundamentals of Food			4
Fundamentals of Interior Design	4		
Child and Adolescent Development			3
Fashion Industry	4	3	
Human Development	3		3
Problems of Family Housing	3		4
Personal Resource Management	4		4
Lifecycle Nutrition	4	3	
Personal, Family, and Community Health	4	3	4
Advanced Housing Environments	4		
Consumer Economics	4	3	4
Apparel in Human Behavior and Culture		3	
Family and Parenting	4		



Family and Consumer Sciences Internship	4		
Family and Consumer Sciences Senior Seminar	4	3	2
Early Childhood Education			
Food Economics and Culture			
Flat Pattern Making		3	
Textile Science	4	3	
Secondary School Methods in Family and Consumer Sciences	4		
Child Development in the Family and Community	4		2
Child Nutrition			
Food Service Production and Management			
Administration and Supervision in Early Childhood Education	4		
Practicum in Child Development			

### ***Fashion Merchandising***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>	
Apparel Construction	3	3
Fashion Industry	3	3
History of Costume	2	2
Human Development	1	
Visual Presentation and Display	4	2
Introduction to Computer-Aided Design		
Personal Resource Management	3	3
Apparel in Human Behavior and Culture	4	2
Fashion Merchandising	4	2
Flat Pattern Making	3	3
Textile Science	3	3

### ***Nutrition and Health***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>	
Fundamentals of Food	4	3
Human Development	3	3
Fundamentals of Nutrition	2	4
Personal Resource Management	3	4
Personal, Family, and Community Health	4	3
Food Economics and Culture	3	2
Community Nutrition	4	4
Nutrition Research Through the Lifecycle	4	4
Nutrition of Women's Well-Being	4	3
Child Nutrition	3	4

### ***Food Service Management***

<b><i>Courses</i></b>	<b><i>Survey Responses</i></b>	
Fundamentals of Food		
Human Development		
Personal Resource Management		
Lifecycle Nutrition		
Personal, Family, and Community Health		
Food Economics and Culture		
Food Service Production and Management		
Catering		
Family and Consumer Sciences Internship		

Family and Consumer Sciences Senior Seminar

***Dietetics***

***Courses***

***Survey Responses***

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Fundamentals of Food	3		1	
Fundamentals of Nutrition	3	3	2	
Human Development	2	3		
Personal Resource Management	2	3	1	4
Personal, Family, and Community Health	2	3	1	4
Food Economics and Culture	2		1	
Community Nutrition	2	2	2	4
Nutrition Research Through the Lifecycle	2	2	3	
Advanced Nutrition	4	3	3	1
Medical Nutrition Therapy	4		4	
Food Service Production and Management	3	3	1	2
Food Science	3		2	4
Senior Seminar	2	2	1	4
Lifecycle Nutrition	2	3	3	4
Nutrition of Women's Well-Being	2			

4	4	4	4	4	4	3	3	4	3		3	2	4	3	4	3	3	3
4	3	4	4	3	4	3	4	2	3	4	4	4	4	4	4	4	3	4
				4	1		2		1				1	2		4		
4	4	4	4		3	3	2	4	4	3	4	2	4	3	4	4	4	3
		4	4	4	3	2	4	4	3	3		2	4	2	4	3	3	2
4	3	4	4	3	3	3	3	4	3	3	3	3	3	3	4	4	4	4
4	3	4	4	4	2	3	2	3	2		4	3	1	2		4	4	3
	4				3		3		4				2	3		4		
	2				4	3	4	2				3		4	4	4	4	4
4	3		4	4	4	2	3	4	3	4		3	4	2		3	3	2
4		4			3		4	4	4	3		4		4	4	3		3

3	2
3	1
4	
4	3
	1
4	2
	2
	1
4	2

4	3	3	4	4	4	4	2	3
4	4	4		4	4	4	3	4
			4		3	2		4
3	4	4	4	4	3	4	2	4
2	4	4	4		3	4	2	3
		4	4		4	3	2	4
3		4	4		3	3	1	2
			4		4	3		4
4	3		4		2	3		
3		3	4		2	2	2	3
4	3	4	4		3	4	2	4

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
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SCALE OF 1 TO 5 QUESTIONS

1. Academic advising by the Family and Consumer Sciences faculty was:

<i>Scale</i>	<i>Number of Responses</i>
1	2
2	1
3	7
4	17
5	28

2. If applicable, the field experience gained through an internship was:

<i>Scale</i>	<i>Number of Responses</i>
1	2
2	2
3	5
4	13
5	16

3. The value of completing your professional portfolio during the Senior Seminar was:

<i>Scale</i>	<i>Number of Responses</i>
1	3
2	6
3	8
4	18
5	16

4. Within the Family and Consumer Sciences Department my professors' knowledge of the subject

<i>Scale</i>	<i>Number of Responses</i>
1	1
2	0
3	3
4	15
5	36

5. The degree to which the courses in my major were stimulating and rigorous was:

<i>Scale</i>	<i>Number of Responses</i>
1	1
2	1
3	12
4	26
5	15

6. The assignments for courses in my major were:

<i>Scale</i>	<i>Number of Responses</i>
1	1
2	2
3	10
4	29
5	13

7. The overall impact of the major program on my life was:

<i>Scale</i>	<i>Number of Responses</i>
1	3
2	1
3	5
4	21
5	25

8. My academic preparation for graduate study was:

<i>Scale</i>	<i>Number of Responses</i>
1	2
2	1
3	3
4	6
5	12

9. My preparation to pursue my professional career after graduation was:

<i>Scale</i>	<i>Number of Responses</i>
1	3
2	5
3	5
4	17
5	24

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
Point Loma Nazarene University  
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**PROFESSIONAL EXPERIENCE**

**A. Are you currently in a Family and Consumer Sciences related profession?**

Yes	36
No	19

**If yes, indicate the area:**

Family	2
Fashion	2
Child Development	23
Food, Nutrition, and Health	3
Housing and Interiors	0
Other:	7
Education	
Teaching Parenting and working with Cal SAFE program	
Developmentally Disabled Adults	
Home-School Mother	
Teacher	

**Job Description:**

1. I work in the classroom and in the office. I take care of all intake paperwork as well as food paperwork and being in the classroom to help. 40% classroom, 60% office
2. Lactation educator, registered dietitian, doula crib death prevention advocate
3. I am a stay at home mom and I care for my neighbor's 18 month old during the week.
4. Missionary - teaching basic C.D. concepts and activities to national caregivers, foster parents, and parents
5. Substitute Child Development/Home EC Teacher
6. Nanny and Teacher
7. Preschool Teacher
8. Director of Christian Education at church
9. I am a licensed educational psychologist and credentialed school psychologist. I am currently employed as a full time school psychologist for a public school system. My duties include assessing students for special education, student counseling, and parent/teacher/staff consultation and collaboration
10. Elementary school teacher, 2nd grade
11. I taught FCS for 6 years. Then took off 1 year to have a baby. Now I am teaching parenting classes and counseling part time in the Cal SAFE program which meets the needs of expectant and parenting

teens

12. Nanny for several families of young children

13. Team leader for a community-based day program for developmentally disabled adults. Coordinate all activities, case manage 50 consumers and supervise 10 staff.

14. Child Life specialist. I provide support for hospitalized children and their families, helping them with coping and understanding the hospital environment as well as assisting children/families through traumatic experiences

15. I have been a Fitness Coordinator and Nutrition Consultant for the past 2 years since graduating. Right now I am taking classes towards becoming a Nurse Practitioner. MSN, FNP

16. I am a full-time homemaker and mother of two pre-school children

17. Pre-kindergarten Instructional Aide. Co-teach 4-5 years in an academic program. 3 and a half hours a day, M-F at an elementary school. Assess, encourage, and assist in each child's education

18. Nanny-full time care of children in their home

19. Children's Pastor: Christian education for children from infancy to age 12. Development of age appropriate curriculum. Family support

20. Resource specialist for a state university. My project does outreach for license-exempt providers, provides support and informs families about choosing quality early childhood care, and trains early childhood professionals and educators about creating linkages between home, school, and community

21. Special Education - Resource Specialist. Fallbrook Union School District

22. I have organized my home in order to teach my children, feed and clothe them. I do lesson planning field trip and project planning and implementing. I teach all the subjects to my children and do activities with all of them on a regular basis

23. I am a preschool teacher in a private school. I am the lead teacher and have 24 children in my room.

24. Program specialist for kindercare

25. 1st grade teacher!

26. I am a Speech/Language Pathologist for Clark County School District in a K-2 school. I provide speech and language therapy for special needs students from early childhood age through the 2nd grade

27. Infant teacher for a Cal-safe/ First 5 program through the San Bernardino School District

28. Head Start Teacher

29. High school home economics, career and technology teacher and Dept. Chair and FHA-HERO Advisor



30. Teacher for children ages 3-6 including students with disabilities

31. I am the manager of salon shoes at Nordstrom in Las Vegas

32. Clinical Dietitian

33. Merchandiser and executive management

**B. Do you or have you owned your own business related to the profession of Family and Consumer S**

Yes	6
No	49

**If yes, please identify:**

1. I was taking care of babies and children for a while and I was also an elementary teacher

2. Personal chef for one year. Taught cooking classes for two years

3. Startup clothing company

4. I provided in home, unlicensed day care through child-care options in Maine

5. As a consultant, I also cooked and shopped for my clients. All was out of my own business

6. I run a small internet business as a SIDS prevention educator. Research promote in countries outside the clearly shows how to prevent SIDS entirely through wrapping crib mattresses with a special plastic as our U.S (and other countries also) put toxic ingredients in the plastic coverings of mattresses which creates a nerve g  
[www.stopsidsnow.com](http://www.stopsidsnow.com)

**C. How else have you used your Family and Consumer Sciences department course work in your life**

1. It has helped me raise a healthy son, have a great pregnancy, nurse my little one into his 20th month and counting! I have also become a resource to many others desiring to have healthy children and families

2. Everyday with nutrition courses that I apply. Also of children of relatives I have encouraged new eating habits with info from classes in child nutrition

3. Directly after graduation I worked as a counselor in a group home for teen girls, as a respite house mother in a group home for teen mothers, as an assistant for an interior decorator, and sold cutlery. All of these jobs required me to use skills and knowledge I learned and continue to use my textbooks as reference material

4. Personal resource management

5. I'm a mom now, so learning a lot of the developmental stages and what to expect of my children have been helpful

6. I also currently am and have sat on 4 different boards as a member and officer, i.e. Head Start, part partici dance troupes and various non-profit business within child care

7. Gives insight into many real life situations as well as being useful in the professional field

8. I worked for three years at a laboratory school at Mt. San Jacinto College. I was lead teacher for the infant/toddlers, and I was a mentor teacher to approximately 15 student teachers at the college

9. Recreational baking/ Cake decorating

10. Practical daily/ Family life

11. Parent education classes/ Child development classes

12. In parenting!

13. Previous to my current career, I spent time working as a Head Start Preschool teacher, substitute teacher in K-8, and aide work at an elementary school. This coursework was also excellent for my prerequisites in school counseling and school psychology post-grad work

14. Raising my own child

15. As a mother/ Preparing my students for a childcare position/ I've done interior design jobs on the side for people

16. It has helped to answer parents questions about development and parenting

17. Working with children in the camp setting/ Working with children/families in church ministry/ support prog

18. My coursework has guided my work in preschool teaching, early elementary school teaching, Sunday school teaching, and directing children's ministries on the mission field

19. My career as well as my passion. I mentor school-aged children and use my knowledge of child development with my niece and children around me

20. It will when I have my own family

21. Received Med in Early Childhood Education and wrote thesis on children's motivation

22. Regular Ed classroom teacher - 7 years/ Vice principal - 2 years/ Special education - 2 years

23. Knowing what to expect from my own child

24. Parenting, church involvement, establishment of preschool

25. I was employed as a speech/language therapy assistant in a school district in WA. While I needed a BS in speech and hearing sciences to qualify for this position, my background in typical childhood development made me much more able to understand and treat children with special needs

26. The knowledge that I have gained from my classes has helped me to help friends and family members be better parents, as well as make me a better caregiver.

27. My internship turned into a job right out of college. That was great!

28. My daughter's upbringing and my family relationship have benefited from my coursework.

29. The nutrition classes are very useful in everyday life

30. Parenting and teaching

31. It has helped me in raising my boys

32. Being the CEO of my own family/ Church ministry involvement/ In my teaching experience/ advice I could offer to my students families

33. Raising my children, teaching preschool and elementary grades

34. Child care, teaching elementary school

35. I am a great wife! (Just kidding - I am one of the few that did not take the courses for that goal). I feel that nutrition and human development have given me a general understanding of people in different life stages

36. I have a 2-month old baby. I'm using my old Human Development book to help me track milestones. Also, the senior seminar info on resumes has helped me

37. I am a stay at home mom. The early childhood experience has been useful

38. Worked as Director of community center creating and managing programs for children, families, and adults. Including: Counseling service, job preparation, arts and after school programs

39. It brought to me a sense of wanting change to make people and the world better. I focused graduate work on maternal and child health issues. I currently work at a non-profit that focuses on child personal development and family focus.

40. In raising my young children

41. I was an elementary director at a church in O.C, CA for 2 years

42. Raising my daughter, teaching elementary school

43. General life application

44. Raising kids - development and nutrition knowledge is so valuable

45. Everyday life! Cooking and caring for myself

46. I use my knowledge of fabric and visual displays daily

**D. In your first five years of employment as a \_\_\_\_\_, what aspects of your major were of greatest value to you as a successful professional (i.e. field trips, writing component, internship, coursework, etc.)?**

1. Elementary teacher; I went into teaching after getting my RD because I didn't like working in hospitals and this was the route I felt God opened for me based on where we moved to/ opportunities available, etc.

2. Nutritionist; Coursework

3. Manager (salon shoe); The most helpful and useful parts for me would be the visual displays and

textiles. Also personal resource management and fashion industry where we learned about open to buy, etc.

4. Admin. assistant; Organization, general knowledge

5. Office manager in pregnancy center; Internship - got me the job at the pregnancy center

6. Operations analyst

7. Teacher

8. Teacher; Coursework (different developmental stages), fieldwork

9. Police officer

10. Outreach director; Coursework in consumer economics, human development, personal resource management, and senior seminar projects. Internship led to full-time position

11. Although I have not been in a "profession" for very long, I have worked with the poor in different ways. I never thought that child development courses would help me so much in helping the poor. I also loved learning about nutrition and psychology

12. Teacher; Projects which helped me apply child development theories to real life situations, I am actually still able to remember many of the research projects I completed

13. Teaching Credential/ Tutored Math

14. Teacher

15. Teacher; Development and psychology of the child

16. Still in graduate school

17. Dietitian; Coursework in diet therapy, interactions in professional meetings

18. Teacher; I would say the internships were of most value

19. Teacher; The projects and assignments done in classes at PLNU. I rework and use them in my high school classes

20. Teacher; Coursework, internship

21. Teacher; The field trips that we took in administration have really helped me in creating the environment of my room. The course work really helped when it came to applying my knowledge. It was easier to recall. My notebooks and file of handouts have been very helpful

22. Preschool teacher; Definitely the special ed internship I did. I was placed under a speech pathologist. Also it led to a paid summer position which gave me a hands-on opportunity to work with early childhood students with autism

23. Teacher; Developmentally appropriate practices and dealing with behavioral issues

24. Teacher; Relationships with professors, networking, encouragement from staff as well as class discussions

25. Teacher then resource specialist; The coursework gave me a sound background and knowledge base to draw upon during my work with young children and families. I became a sounding board for parents as I interacted with them and an advocate for "best practices" to ensure that children received high quality education and care based on what I learned at PLNU

26. Nanny

27. Teacher; Field work/coursework as well as discussion in class. At times seem insignificant, but life lessons helped me most

28. Teacher; Coursework and internship

29. Child Life Specialist (CLS); Course work relating to human and child development and development in the family and community. And personal family and community health

30. Secondary teacher; The internship and coursework. I actually don't remember any field trips

31. Teacher; The hands on student teaching experience, the lesson planning, the networking we did while still in school and the projects (some ideas I still use today in my own classroom

32. School psychologist; Course content (in particular - psychology - development classes, education classes, nutrition classes) Internship (I interned as a school counselor while at PLNU)

33. Social worker

34. Preschool teacher; Child development

35. Nanny and teacher; Field trips and coursework

36. Substitute

37. Early childhood teacher; Learning licensing requirements, coursework, internship

38. Preschool teacher/ missionary; Field trips (how I got my 1st job), internship and coursework were all very helpful

39. Instructional assistant at CDD; Field work, it gave me an overall aspect of the field and how many avenues I can choose from, and advance too. All of my CD course work was relevant; from presentations and etc.

40. Teacher; Working in preschool at PLNU gave me heads up of what to expect from 2-5 year olds. Senior seminar provided resume and how to build a portfolio

41. Merchandiser; Greatest value: Visual display and merchandising

42. Group home counselor and mother; First the job search skills and resume writing skills were most beneficial. The nutrition, organization, and child development information were very useful. I believe I have used a great deal of what I have learned and continue to use my text books as

reference material.

43. Social Worker; My internship at a women's day shelter was of great value to me. It gave me the opportunity to practice skills in a particular setting. From that internship, I went on to do a year of Americorp's working at an organization for homeless individuals

**E. Please tell us about your family:**

1. I am married and have been for 2 years in November. We are living in So. California after residing in Denver, CO for 4 years. I was very pleased to receive my MSW and know there are countless opportunities in the field

2. My husband (a nurse) and I have five children: four girls and a boy - ages 9, 7, 5, 3, and 1yr. The oldest is currently attending a Christian school for this year. I home school the 2nd grader and the kindergartener. I also serve my Lord as a Sunday school superintendent at our local Nazarene church. My husband is the worship leader. Our son is in cub scouts and the two oldest girls are taking violin. I have also found that the psychology classes I took and speech/communications and computer classes all have helped me deal better with people and use my resources better!!

3. Currently single, working

4. I got married during my senior year in college. After graduation - started teaching at a private school while getting my credential. Have had 3 children 5, 3, and 2 yr old. Now am a stay home mom raising my boys!

5. I am a mom of a 10 yr and 9 yr old now! They were only 5 and 6 at the time I was attending. I still work in the field and hope to continue soon with a masters program. I work at mesa CDC and have a passion for the field, my work family is doing well and have had new staff members added. Working with DRDP's have been a challenge! My home family is also growing up fast. Overall all is well.

6. I am single. I worked at a preschool teaching 2 yr olds for 2 years while applying/raising support to be a missionary. I chose the CD field as a major because I felt called to work with orphaned and abandoned children on the mission field and I am leaving in 2 days!

7. I am married for 5 years now and we have a beautiful almost 2 yr old son. We live in Wildomar, CA. We own our third home and attend a fun church here in our neighborhood. We loved to take weekend vacations to the beach and travel the country visiting family. I have found my knowledge in child development to be so helpful in raising my son, giving advice to fellow mothers, and something that I have a future with as my family grows and changes. I look forward to continuing my education after my son gets older, and hopefully pursue a career in college level education

8. Just got married. Working on the family part next year. Still live in SD and love Jesus!

9. I am happily married to my husband of 6 and a half years. We reside in the San Elijo area of San Marcos, CA with our cat. We do not presently have children; however, we hope to start our family in the near future. We are both employed full time and we enjoy spending our free time together, with family, and/or with friends

10. I have been married for 3 years. I have a 23 month old son. I have been teaching for 7

years now in SD city schools. My husband is in the US Navy and just came back from his 3rd trip to Iraq. We just purchased our 2nd house in Chula Vista. I have been considering going back for my masters???

11. We live in Fallbrook, CA where I originally moved to obtain a teaching position. I met my husband here and we've been married for 6 years. We have a 15 month daughter named Katja and our house is on the market so we can move to a larger house in the same neighborhood that has room for more kids! My husband Adam, graduated from UC San Marcos with a degree in psychology and has been working with SDPD for 5 years

12. I'm living in San Diego working on my teaching credential at the mission valley campus. Just started full time student teaching in a kindergarten class

13. After graduating I began to further prepare myself professionally for a career in child life by volunteering and gaining experience in the hospital setting. I then started an internship in child life at Children's Hospital Los Angeles. Then took a fellowship in child life in New York City which turned into a full time position, where I was the coordinator of my own child life program at St. Luke's - Roosevelt Hospital. I was there for almost 3 years before I got married in November 2005 and moved to New Jersey and started working as a CLS in a Neonatal Intensive Care Unit (NICU) at the Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital in New Brunswick, NJ.

14. I married a man who went to PLNC with me though we didn't date in college. We lived overseas as NIVS for the first year of our marriage, where we ministered to children and students in a church-plant there. Then we moved to Northern California, where I taught preschool (Christian) and got an MA in education (reading and language). As I was completing that degree I got pregnant. We moved to Connecticut, where my husband went to law school and I tutored in my home and had two children. My husband is now a practicing attorney in Hartford, CT and I am a full time mother to a lovely, very verbal and musical 3 year old girl and 18 month boy.

15. I am 22 years old working 3 jobs to make-ends meet. Teaching 3-4 hours Monday-Friday and nannying, but also serving at Islands restaurant. I have a 13 month old niece and 6 year old brother whom I am close with. I plan to be married in May to my boyfriend of over two years whom I met at PLNU

16. I am in my first year of a grad program working on a masters of arts in religion

17. My husband, Steve, and I live in Oceanside. He teaches high school math in Fallbrook and I am an RSP teacher in Fallbrook. We have been married 7 yrs. We have two boxers and a cat

18. Married with one 15 month old daughter. Husband is an aspiring athlete and personal trainer. I work for kindercare. We live in MN

19. I am 32, living in Las Vegas with my husband, Robert, son Hudson, age 2. We are also expecting our 2nd child in April. This is my 3rd year working as a SLP in Las Vegas. I started working full-time, now this is my second year as a part-time SLP, and our 4th year in Vegas. I hope to stay at home full time following my maternity leave and summer off with the school district

20. My name is Kelley Fruchey and I have been working as an infant teacher since I graduated

in May. I am living in San Bernardino with my parents while I pay off college. I am enjoying my days with my 18 students. Each child brings their unique personality to the group and to my life. I have not decided what I want to get my masters in yet. For now I feel experience is more important as I figure out the rest of my life

21. I am a Head Start teacher in my home town. I just married and am feeling confident about the future

22. I am engaged to get married June 24th, 2007. My fiance is working on his degree in marketing. I also bought my first home and have two dogs

23. I am a 1986 graduate of PLNU. My husband also attended PLNU and has an education related occupation. Our daughter will be graduating high school this year

24. 2 kids - Ages 6 and 3 (both boys). My husband works as a wood refinisher

25. Divorced. Mother of 4 girls

26. My husband is a professor at William Jessup University in Rocklin. I stay home right now to raise my two boys

27. I am married with 3 children. We now live in Arizona. I completed my teaching credential and taught the 1st and 4th grades for 5 years. I now stay home with my children and love it! I am active in my new church in music and children's ministry. I am looking forward to future involvement with the House of Refuge Center that we share facilities with. Our pastor's wife is the director

28. My husband and I both graduated from PLNU. He went on to earn a master's in Ed. And I my multiple subject credential - both from PLNU. We have a 15 month old son and are expecting a second one in March. I am staying at home with our children now

29. I have been married for a year and a half to someone I met after PLNU. Shortly after we were married we moved to Guatemala to work for a non-profit organization. We worked with the poor in urban areas providing them with clean water. We have recently moved to Denver, Colorado, where my husband continues to work for the same organization. I am a receptionist for a consulting company My husband and I both plan on continuing our education soon

30. I am 27 years old and have been married for 5 and a half years to another PLNU graduate. After graduation, I got married and took a year off as I learned to be a wife and figure out what to do with life. I started doing a little math tutoring, and then I spent a year getting a residential. The next year, I did tutoring. Then, my husband and I moved and went to Bible School for 2 years. Four months after we finished, we had a baby, and he's 2 months old now

31. I am a mom to two children, ages 4 and 1. My husband and I are in full-time ministry in Christian camping in Northern California

32. Married 6 years in Feb 2007, one child age 1 in January 2007. Husband works for San Diego Rescue Mission. I currently run a home-based business representing Swiss Health and Wellness products while caring for my son full-time



33. I got married in September of 05. Please send mailings now to Sarah Marino instead of Dagati

34. I'm married and have 2 children (2 and 4). I taught 2nd (1 yr), 5th (3 years), 1st (2 years) grades and was a part-time reading specialist for 3 years. I'm now in my 2nd year of staying at home with our children. I have my masters and my husband has his doctorate

35. I am a stay-at-home mom. My husband, Jason Neese, '98 is a high school pastor. We have 2 children. Meran 4 yrs and Jameson 1 and a half yrs. I feel I gained valuable knowledge at PLNU in child development that has been useful being a mom. The best job I could ever ask for!

36. I am married and have 1 daughter (20 months) and another baby on the way. We live in Chula Vista, CA. I stay home with my daughter and plan on continuing to do so for several years. Before I became a mom, I taught 6th grade for 6 years. My husband and I are very involved at our church here in Chula Vista

37. I am pursuing a MA in Edu with an emphasis in counseling. I intend on working in school systems

38. I am a mother of twin 2 year olds and I stay home to care for them. I am hoping to return to school in the next 5 years to get a nursing degree

39. Getting married Dec. 17th, 2006. No children (no children desired)

40. I am 25, single. Newly located to Cincinnati, Ohio. I have continued my nutrition consulting here and have recently started classes to obtain my BSN, MSN, and FNP. Bachelors of Science in Nursing, Master of Science in Nursing, and Family Nurse Practitioner. The program is an accelerated one at University of Cincinnati. With my nutrition classes and BA in Nutrition in Health it only took me 3 quarters to obtain my BSN and I anticipate to graduate with my MSN, FNP in June 2009

41. My husband Tim, and I have a 20 month old son, Levi. I am at home with him now but studying a lot on natural medicine, homeopathy, EFT (using acupressure techniques to relieve people of addictions, phobias, eating issues, physical pain, PTSD, infertility, etc. I also use it to rid people of allergies to foods, other irritants. I am training in Nutritional Response Testing so that I can help people with a huge range of health problems be healed through nutrients/herbs/enzymes that are not present in most of our food today. My husband teaches high school and is the director of the Health Careers Academy at Palmdale High School. He also teaches as an adjunct professor at the local college as an EMT instructor

42. I currently live in Las Vegas with my brother and boyfriend. My brother is still in school and my boyfriend turned professional in golf over the summer. I am the manager of the Salon Shoes Department at Nordstrom in Las Vegas. My job is different everyday. I have 10 salespeople and 2 assistants. My family still resides in Olympia, WA and I am able to go home often.

**Additional thoughts:**

1. I loved my time and PLNC mostly because of the wonderful professors, staff and God honoring environment! Thank you Kay and Sandy and all the rest! Also the time we had

to spend at the preschool and in internships! (rogers7@tds.net)

2. I love the subject of nutrition! I am however a little disheartened that the ADA recommendations are largely influenced by big money from the dairy council, cattle assn., etc. Some of the info I have been taught here and in grad school while consistent with the ADA, I have found goes against what I believe to be true, i.e., coconut oil is bad, Aspartane, homogenized/pasteurized milk is good, among others. I would love to see a course on natural nutritional remedies for health concerns as this will be the trend as western medicine continues to fail some people. Can't wait to be back for Home Coming! Blessings, JJ (Tamura) Klein (timandji@yahoo.com)

3. I highly suggest internships for every major

4. I'm sorry I didn't thoroughly rate all of the classes. I was struggling to thoroughly remember them.

5. I think it is great about the ADA accreditation. I wish it had happened sooner, but it is still great for the department! The professors are amazing and I miss them as well as the classes!

6. Excellent program. Please include me in any department info. (dwallake@yahoo.com)

7. I loved my courses and major, although I felt that a lot of my classes were not challenging in the assignments (but the tests were usually too tough.) Also there tended to be a lot of overlap in the materials from one class to another.

8. Dr. Wilder was such a huge support during my time at PLNU. Her kindness went a long way!

9. At times the coursework seemed like busy work now looking back I got the most from our seemingly sidetracked discussions and being able to talk about life experience while building the relationship with faculty. (missy484@gmail.com)

10. What a great survey. I would love to be of any assistance for students who happen to be interested in a career in child life. I realize I do not live close by, but interested students are welcome to email me with questions regarding a career in child life. My email: rszarawarski@yahoo.com. Rebecca Szarawarski (aka Krueger) class of 2000. (R. Szarawarski, 993 North Concourse, Aberdeen, NJ 07735)

11. Overall, I have complete satisfaction regarding the coursework staff interactions experienced during my time at PLNU. I feel blessed to have had the opportunity to attend Pt. Loma and to have had the support to earn my degree within 4 years. I felt adequately prepared for my post-graduate studies. Thanks! Jodi (Metroyanis) Rowin. (JMRowin@cs.com)

12. Love you all! Xoxo

13. Too bad the dietetic program was not accredited at the time of my graduation. More attention and support is needed to help alumni's find jobs after graduation.

14. FAbuyo@sdccd.edu - Please send any info.

15. I loved my experience at Pt. Loma as well as being under the Family and Consumer Science Department. Kay Wilder and Sandy Foster were always so kind and helpful when approached. They truly expressed genuine care and thoughtfulness to their students. I was blessed to have had that during my four years.

16. In my continuing education and personal research, I've found most of what was taught at that school to be of little value. What was going on between the professors, and the maltreatment of faculty/staff and students was ridiculous. I pray that the Lord changes the hearts of certain professors to care about people.

17. A selection of places to intern or job placement program. It's hard to get into the industry without experience. Networking helps, which the business department helped. If there was networking in our field, it would have been more applicable, I think.  
(anacapa\_islandgirl@yahoo.com)

18. I appreciate everything you have done. Thank you for your dedication to education and your students. You all had a warm place in my heart. Thank you! Kristin Ferguson  
(Kbyrddy@yahoo.com)

**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**  
Point Loma Nazarene University  
*Alumni Survey 2006-2007*

**INTERESTED IN RECEIVING NEWS**

**Emails**

[FAbuyo@sdccd.edu](mailto:FAbuyo@sdccd.edu)  
[timandjj@yahoo.com](mailto:timandjj@yahoo.com)  
[JMRowin@cs.com](mailto:JMRowin@cs.com)  
[Kbazan@sandi.net](mailto:Kbazan@sandi.net)  
[mtnmama60@hotmail.com](mailto:mtnmama60@hotmail.com)  
[jmetcal1@ptloma.edu](mailto:jmetcal1@ptloma.edu)  
[rszarawarski@yahoo.com](mailto:rszarawarski@yahoo.com)  
[kcwizzy@aol.com](mailto:kcwizzy@aol.com)  
[missy484@gmail.com](mailto:missy484@gmail.com)  
[hannahlawton@sbcglobal.net](mailto:hannahlawton@sbcglobal.net)  
[anacapa\\_islandgirl@yahoo.com](mailto:anacapa_islandgirl@yahoo.com)  
[brenda@thehibbs.org](mailto:brenda@thehibbs.org)  
[mei\\_ying64@hotmail.com](mailto:mei_ying64@hotmail.com)  
[dwallake@yahoo.com](mailto:dwallake@yahoo.com)  
[rogers7@tds.net](mailto:rogers7@tds.net)  
[kurlygirl\\_92106@yahoo.com](mailto:kurlygirl_92106@yahoo.com)  
[k\\_fruchey29@yahoo.com](mailto:k_fruchey29@yahoo.com)  
[csargent@djuhsd.org](mailto:csargent@djuhsd.org)  
[australiathebeautiful@yahoo.com](mailto:australiathebeautiful@yahoo.com)  
[s.trochez@yahoo.com](mailto:s.trochez@yahoo.com)  
[kbyrdy@yahoo.com](mailto:kbyrdy@yahoo.com)  
[heidikewt@verizon.net](mailto:heidikewt@verizon.net)

**Appendix L**

**Periodicals and Microfiche Available Listing by Editions**

# Family & Consumer Science Hardcopy and Microfiche in Ryan Library

## **ADVANCING THE CONSUMER INTEREST: ACI**

*Paper copies*  
2(1990)-12(2000)

## **CHILD DEVELOPMENT.**

*Paper copies.*  
76(2005)-  
*Microfilm.*  
54(1983)-75(2004)

## **DAY CARE AND EARLY EDUCATION.**

*Microfiche.*  
12(1985)-22(1995).

## **EARLY CHILDHOOD EDUCATION JOURNAL.**

*Paper copies.*  
Paper issues since the latest volume on microfiche.  
*Microfiche.*  
23(1995)-31(2004).

## **EARLY CHILDHOOD RESEARCH QUARTERLY.**

*Paper copies.*  
17(2002)-

## **FDA CONSUMER.**

*Paper copies.*  
33(1999)-36(2003)  
*Available full text online*  
02/01/1988 to present in [CINAHL Database with Full Text](#), [ProQuest Nursing Journals](#) and [ProQuest Research Library](#)

## **FAMILY & CONSUMER SCIENCES RESEARCH JOURNAL.**

*Paper copies.*  
30(2002)-.  
*Microfilm.*  
23(1994)-29(2001)

## **FAMILY RELATIONS.**

*Microfiche.*  
37(1988)-49(2000).  
*Available full text online*  
01/01/1992 to 1 year ago in [PsycINFO](#), [ProQuest Research Library](#) and [ProQuest Psychology Journals](#)

**HOME ECONOMICS RESEARCH JOURNAL.**

*Microfilm.*

14(1985)-22(1994).

**INTERIORS.**

*Bound volumes/paper copies.*

149(1990)-160:6(2001).

*Available full text online*

01/01/1992 to 06/01/2001 in ProQuest Research Library

**JOURNAL OF CONSUMER AFFAIRS.**

*Paper copies.*

37(2003)-

*Microfiche.*

20(1986)-36(2002).

*Available full text online*

01/01/1972 to 06/01/1985 in ABI/INFORM Global

01/01/1986 to 06/01/1986 in ABI/INFORM Global

01/01/1987 to present in ABI/INFORM Global, ProQuest Research Library and ProQuest Psychology Journals

**JOURNAL OF FAMILY AND CONSUMER SCIENCES.**

*Paper copies.*

87(1995)-97(2005)

*Available full text online*

01/01/1997 to present in ProQuest Research Library

**JOURNAL OF HOME ECONOMICS.**

*Bound volumes/paper copies.*

62(1970)-86(1994).

**JOURNAL OF NUTRITION.**

*Microfilm.*

107(1977)-134(2004)

*Available full text online*

01/01/1992 to present in ProQuest Research Library

**JOURNAL OF NUTRITION EDUCATION.**

*Paper copies.*

29(1997)-33(2001).

*Microfiche.*

20(1988)-28(1996).

*Available full text online*

03/01/1997 to 11/01/2001 in CINAHL Database with Full Text

**JOURNAL OF NUTRITION EDUCATION & BEHAVIOR.**

*Paper copies.*

34(2002)-

*Available full text online*

03/01/1997 to 11/01/2001 in ProQuest Nursing Journals and ProQuest Research Library

**JOURNAL OF THE AMERICAN DIETETIC ASSOCIATION.**

*Microfiche.*

85(1985)-100(2000).

*Available full text online*

01/01/1995 to 11/01/2003 in CINAHL Database with Full Text, ProQuest Nursing Journals and ProQuest Research Library

**NUTRITION TODAY.**

*Bound volumes/paper copies.*

24(1989)-

*Microfilm.*

9(1974)-23(1988).



## Databases with Family & Consumer Science Resources

These databases are available from Ryan Library's [list of databases](#).

**ProQuest** – see excel sheet of full-text publications. There are many other publications the feature articles appropriate to the department's subjects. The excel sheet has only the ones that major in the department's interests and are full-text.

**Oxford Reference Online** – Click on the link to this database from the above mentioned page. Then under the Subject Reference area in the center column click on *Food & Drink*. There are three full-text encyclopedias including:

- *An A-Z of Food and Drink*
- *Food and Fitness: A Dictionary of Diet and Exercise*
- *A Dictionary of Food and Nutrition*

**Net Library Collection**– This database has full-text books. You may find helpful resources here. Search for the subjects *Food* or *Clothing* or *Nutrition*.

**DATABASES****ProQuest****Titles available in Full-text****Dates Covered**

<b>Interior Design</b>	Full text coverage: Jan 1996 (Volume 67, Issue 1) – current
<b>In Style</b>	Full Text: 2004 - current
<b>Southern Living</b>	Full Text: 1988 - current
<b>Canadian Living</b>	no dates given
<b>Country living</b>	Full Text: 1996 - current
<b>House Beautiful</b>	Full Text: 1999 - current
<b>Home Channel News</b>	Full Text: 1999 - current, delayed 7 day(s)
<b>Kitchen &amp; Bath Business</b>	Full Text: 2003 - current
<b>Design Week</b>	Full Text: 2003 - current
<b>Contemporary Stone &amp; Tile Design</b>	Full Text: 2001 - current
<b>Gourmet News</b>	Full Text: 2001 - current
<b>Restaurant Business</b>	Full Text: 1991 - current
<b>Hospitality Design</b>	Full Text: 1998 - current
<b>Caterer &amp; Hotelkeeper</b>	Full Text: 2003 - current
<b>Candy Industry</b>	Full Text: 1997 - current
<b>Foodservice Equipment &amp; Supplies</b>	Full Text: 1996 - current
<b>Nation's Restaurant News</b>	Full Text: 1994 - current, delayed 7 day(s)
<b>Lodging Hospitality</b>	Full Text: 1991 - current
<b>Building</b>	Full Text: 1995 - current
<b>The Magazine Antiques.</b>	Full Text: 1988 - 2006
<b>Town and Country.</b>	Full Text: 1998 - current
<b>Environmental Design + Construction</b>	Full Text: 2001 - current
<b>Sunset</b>	Full Text: 1991 - current
<b>Critical Reviews in Food Science and Nutrition</b>	Full Text: 2001 - current
<b>Better Nutrition</b>	Full text coverage: Jan 1994 (Volume 56, Issue 1) - current

Canadian Journal of Dietetic Practice and Research	Full Text: 1998 - current
Prevention	Full Text: 1995 - current
Vegetarian Times	Full Text: 1997 - current
Amber Waves	Full text coverage: Jun 2003 (Volume 1, Issue 3) - current
Gastronomica.	Full text coverage: Winter 2002 (Volume 2, Issue 1) - current, delayed 6 m
The Nation's Health	Full text coverage: Oct 1997 (Volume 27, Issue 9) - current
Good Housekeeping	Full text coverage: Nov 1996 (Volume 223, Issue 5) - current
Prevention	Full text coverage: Jan 1995 (Volume 47, Issue 1) - current
Total Health	Full text coverage: Feb 1995 (Volume 17, Issue 1) - current
Tufts University Health & Nutrition Letter	Full text coverage: Jan 1995 (Volume 12, Issue 11) - current
Just - Food	Full text coverage: Jan 2004 - current
The Journal of Nutrition	Full text coverage: Jan 1992 (Volume 122, Issue 1) - current
Current Health 2	Full text coverage: Jan 1988 (Volume 14, Issue 5) - current,
Nutrition Health Review	Full text coverage: 1998 (Issue 78) - current
Current Health 1	Full text coverage: Nov 1996 (Volume 20, Issue 3) - current
International News on Fats, Oils and Related Materials	Full text coverage: Oct 2004 (Volume 15, Issue 10) - current
Journal of Family and Consumer Sciences	Full text coverage: Winter 1997 (Volume 89, Issue 4) - current
Functional Foods & Nutraceuticals	Full text coverage: Jan 2005 - current
FDA Consumer	Full text coverage: Feb 1988 (Volume 22, Issue 1) - current
Just - Style	Full text coverage: Jan 2004 - current

**Appendix M**  
**Faculty Resumes**

**Amber Ellen Bradley**  
1926 Autocross Ct.  
El Cajon, Ca. 92019  
61-447-8217

**Education**

San Diego State	B.A. Home Economics	January, 1968
	Standard Secondary Credential	January, 1969
	Major: Home Economics - Minor: Chemistry	
	M.S. Home Economics-Nutrition emphasis	January, 1970
	(transcript enclosed)	
UCSD	Assorted Extension Courses 1969-1990	
	(transcript enclosed)	

**Publications/Research Completed**

Research for M.S. thesis was printed under the title "The Effect of Sugar and Sugar Substitutes added to a Representative Good American Diet".

**Recognition/Awards**

Honored by the Presidents' Council Women's Services, Business and Professional Organization of San Diego as a Woman of Achievement for 1986. Honored by the California Association of Family & Consumer Sciences as California FCS Teacher of the Year in the early 1990's. Represented California in the National TOTY competition. Honored by CAAFCS and the San Diego district numerous times for leadership and service to the profession.

**Professional Organizations**

American Association of Family and Consumer Association 37 years  
San Diego District-served in all elected offices including serving as president for two terms and a tri-chair for two state conventions  
State Affiliate-secretary, ways & means chair for more than 10 years, delegated senator to numerous national conferences  
AAFCFS-served on Development Committee 2002-2004  
H.E.H.C.- (Home Economics in Home & Community -senior organization) Active last 6 years serving second vice-president

Sigma Delta Epsilon-Graduate Women in Science 35+ years (life member)  
Tau Chapter (San Diego) served in all offices including serving as president for two terms and helping with three national conventions held in San Diego  
National offices held include vice-president, president-elect and president (2004-2005). Currently serving on the board of directors

Former member of Grossmont Education Association (GEA), California Teacher Association (CTA) and National Teacher Association (NEA)

**Community/Civic Activities**

Common Ground- a coalition of three east county churches helping three public elementary school. Currently co-chair for "Books 4 Kids". Actively involved for the past five years.

From 1965 to 1989 donated 40 pints of blood to San Diego Blood Bank.

Coordinated and led seven tours to Europe for high school students and currently leading tours taking adults around the world.

Sandra Bolerjack Foster, M.S., C.F.C.S.  
812 Catalina Boulevard  
San Diego, California 92106  
(619) 225-0645

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**Education:**

- 1968 Texas Technological University, Lubbock, Texas. M.S. in Home Economics Education. Thesis: "Follow-Up Study of Freshman Who Entered the School of Home Economics in 1964. Vocational Teaching Credential
- 1966 Pasadena College, Pasadena, California. B.A. In Home Economics

**Work Experience:**

- 1970 – Present Point Loma Nazarene University  
3900 Lomaland Drive  
San Diego, California 92106  
Chair (1978-1990) and Associate Professor
- 1968-1970 Amarillo Public School  
Amarillo, Texas  
Secondary teacher

**Additional Course Work Completed since 1990:**

- 2000 Computer Training in E-Class
- 1996 Workshop in Wesleyan Theology
- 1995 Workshop for Women in Stress Solutions
- 1993 FDA Research Update, Sacramento, California
- 1991 Self-Discipline and Emotional Control
- 1991 American Sewing Guild Workshop
- 1991 Multicultural Workshop, Phil Ginn
- 1990 Satellite Symposium Diet and Health

**Textbooks Reviewer and Consultant:**

- |                |  |
|----------------|--|
| 1994 – 1997    | Advisory Panel on Home Economics Education for Commission on Teacher Credentialing |
| 1990 – Present | Home Economics Association Task Force on Family and School Partnerships            |
| 1998 and 1997  | Member of panel to evaluate National Teachers' Exam for Home Economics             |

**Curriculum Development:**

Wrote the Point Loma Nazarene University approved program in Home Economics for the California Commission on Teacher Credentialing.

Author of management workbook "Life Management, Getting It Together"

Co-author and implemented Child Development Major

Developed and wrote Home Economics-Business Major (the first combination Business Major at PLNU)

Co-authored Family Life Services and Dietetic Major

**Professional Presentation:**

- |                |   |
|----------------|---|
| 2004 –Present  | Parenting Lecture for Early Childhood Learning Center |
| 1993 – Present | Parenting Classes for First Church of the Nazarene    |
| 1991 – 1998    | Senior College Students Seminar – Budgeting           |

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**Conferences:**

- 2003, 2004, 2005      California Lecture for Early Childhood Learning Center
- 1998                      Bakersfield Business Conference
- 1997                      Call to Action – Governor Wilson’s Conference for Women
- 1996                      Child Abuse Prevention Foundation Conference
- 1995, 2000, 2003      Western Region Home Management – Family Economics Educators
- 1994 – 2004              Annual Meeting of American Association of Family and Consumer Sciences
- 1981 – 2004              California Association of Family and Consumer Sciences Biennial Conferences
- 1982, 1992              National Convention of Home Economics Administrators
- 1991 – Present          San Diego Association for the Education of Young Children
- 1991                      Child Abuse Conference for Religious Community

**Institutional Service:**

- General Education Committee
- Student programs and Policies Committee
- Committee on Committees (3 terms – 2 terms as chair)
- Academic Policy Committee, 5 years
- Faculty Salary and Fringe Benefits
- Curricular Exceptions Committee
- Faculty Rank and Tenure Committee (2 terms)
- Blue Ribbon Commission on Academic Administration
- Self-Study Sub-Committee, Secretary



Self-Study Sub-Committee, 1993

Teacher Education Committee (Chair 2 years)

Workshop and Retreat Committee, Chair (3 terms)

Faculty Secretary

Department Chair, 1978 - 1990

Faculty Council, 4 years

Religious and Social Life Committee

Advisor to Alpha Gamma Chi Sorority, 1989 – 1997

Advisor to Phi Upsilon Omicron, 2004 – Present

**Professional Membership and Positions:**

San Diego District of American Association of Family and Consumer Sciences, Member, Vice President of San Diego Chapter, Secretary, Co-President

California Association of Family and Consumer Sciences, Member

Home Economics Education Association, Member

National Association for the Education of Young Children, Member

**Children and Community Service**

San Diego First Church of the Nazarene, Member, volunteer

Daughters of the American Revolution, Member

Parent Teacher Association, Correia Junior High School and Point Loma High School, Member and Volunteer

**Honors and Awards:**

Certified in Family and Consumer Sciences, granted by the American Association of Family and Consumer Scientists – current

Who's Who Among Young Women of America, 1972

**References:**

Professional References available upon request

**Personal:**

Married September 11, 1971 to Bennie Foster

Jason Hardy Foster born 1975

Bradley Justin (BJ) Foster born 1979

Michelle L. Groves  
2334 Caminito Eximio  
San Diego, CA 92107  
(619) 523-0640

---

**EDUCATION:**

Point Loma Nazarene University, San Diego, CA

Master of Arts Degree, Education--Teaching, Learning, and Technology, December 2001

Professional Clear Multiple Subject CLAD Teaching Credential, May 1998

Supplementary Authorization: Home Economics

Bachelor of Arts Degree, Child Development, May 1997

**EXPERIENCE:**

*Lab Teacher*, Point Loma Nazarene University, San Diego, CA (2006-Present)

Plan and teach curriculum for this mixed age preschool classroom with three-year-olds and four-year-olds. Supervise and direct classroom aides and field experience students. Evaluate students' lessons. Conduct parent-teacher conferences. Attend NAEYC national conference. Participate in weekly staff meetings. Conduct research for the Family and Consumer Sciences Department as needed.

*Teacher*, Chula Vista Elementary School District, Chula Vista, CA (2005-2006)

Teaching kindergarten in a 50% shared teaching contract at Rogers Elementary School. Plan and implement curriculum, assess students, correct student work and homework. Communicate with parents in person, by phone, through written correspondence, and during parent teacher conferences. Participate in IEP meetings, Back to School Night, and Open House. Tutor students in reading for the Rolling Reader program. Cover for upper grade teachers as needed.

*Program Manager/Child Care Team Member*, KiddieCorp, San Diego, CA (2001-2005)

KiddieCorp works with major hotels, convention centers, and the Padres Baseball Organization to provide childcare for children from the age of six weeks to twelve years during special events. As a childcare team member, I greet parents, supervise children, lead arts and crafts projects, lead group games, and actively play with the children. As a program manager, I also set up the children's event and manage the on site staff.

*Teacher*, Chula Vista Elementary School District, Chula Vista, CA (2004-2005)

Taught first grade, on Tuesdays, in a 20% shared teaching contract at Tiffany Elementary School. Planned and implemented curriculum, corrected student work and homework, and communicated with parents.

*Substitute Teacher*, San Diego City Schools, San Diego, CA (2002-2005)

Substitute for absent classroom teachers for preschool through sixth grade, including special education classes. Teach according to the lesson plans provided by the classroom teacher and supplement with own lesson plans as needed.

*Substitute Teacher*, Chula Vista Elementary School District, Chula Vista, CA (2001-2005)

Substitute for absent classroom teachers for preschool through sixth grade, including special education classes. Teach according to the lesson plans provided by the classroom teacher and supplement with own lesson plans as needed.

*Adjunct Faculty*, Palomar Community College District, San Marcos, CA (2004)

Planned and implemented the curriculum for Math and Science in Early Childhood Education. Prepared course syllabus. Presented lectures and demonstrations on course content. Facilitated class and group discussions of course content. Graded all student projects, presentations, and course assignments. Prepared, administered, and graded midterm and final exams. Communicated with students throughout the course. Assigned student grades for the course.

*Teacher*, Chula Vista Elementary School District, Chula Vista, CA (2002-2003)

Taught first grade, on Tuesdays, in a 20% shared teaching contract at Tiffany Elementary School. Planned and implemented curriculum, corrected student work and homework, and communicated with parents.

*Teacher*, Chula Vista Elementary School District, Chula Vista, CA (2002-2003)

Taught second grade, on Mondays, in a 20% shared teaching contract at Valley Vista Elementary School.

*Lab Teacher*, Early Childhood Center, Point Loma Nazarene University, San Diego, CA (1998-2001)

Planned and taught curriculum for the three-year-old or four-year-old class each year. Supervised and directed classroom aides and student volunteers. Evaluated students' lessons. Scheduled volunteer's hours. Planned a staff meeting for classroom aides. Assisted the director in explaining program philosophy to visitors. Assisted in maintenance of children's records. Conducted parent-teacher conferences. Attended conferences and workshops of professional organizations. Planned weekly snack menus and purchased food supplies. Participated in certain departmental meetings.

*Long Term Substitute*, Westminster Presbyterian Preschool, San Diego, CA (June-July 1999)

Planned and taught the two-year-old class. Lead group circle time with songs, stories, and movement activities. Planned art projects and supervised indoor and outdoor activities for the children.

*Extended Day Teacher*, Harborside School, San Diego, CA (1997-1998)

Worked with students three to five years of age. Supervised playground activities, planned art projects, played games, lead circle times, and chaperoned field trips.

*Long Term Substitute*, Judy Palmer School, San Diego, CA (July 1998)

Worked with students two to five years of age. Set up the classroom each morning to prepare for the children's arrival. Put appropriate games and activities out on the tables for children to play with once they arrived. Supervised the children's indoor and outdoor activities in the morning.

*Student Teacher*, Foster Elementary, San Diego, CA (January 1998-May 1998)

Planned and taught lessons that incorporated the variety of learning styles in this third grade classroom. Evaluated students' achievement and adjusted teaching, as needed, to meet the needs of the students.

*Student Teacher*, La Mesa Dale Elementary, La Mesa, CA (September 1997-December 1997)

Planned and taught lessons in all subject areas for this first grade classroom. Designed lessons that utilized multiple learning styles. Attended staff meetings. Taught a hands-on science unit on magnets. Participated in parent-teacher conferences. Graded writing samples using a rubric.

*Assistant to Child with Cerebral Palsy*, Early Childhood Center, San Diego, CA (1996-1997)

Worked with student on speech, gross and fine motor skills, and toileting.

*Teacher*, Early Childhood Center, San Diego, CA (Summers 1994-1996)

Taught three-year-old class, supervised playground, and planned art activities.

*Student Secretary*, Point Loma Nazarene College, San Diego, CA (1994-1996)

Filed, typed, mailed informational letters, proofread, and made campus deliveries.

*Daycamp Counselor*, City of Solvang, Solvang, CA (1994-1995—August)

Supervised children during camp activities and field trips.

#### **HONORS AND AWARDS:**

Treasurer, Student California Teachers Association, Point Loma Nazarene College --1997-1998

Summa Cum Laude, Point Loma Nazarene College -- 1997

Phi Delta Lambda, Honor Society of Colleges and Universities of the Church of the Nazarene -- 1997

Dean's List, Point Loma Nazarene College -- 1992-1997

Sigma Phi Mu (Undergraduate Honor Society of Point Loma College) -- 1996

Outstanding Student Employee of the Year Nominee -- 1996

Who's Who Among Students in American Universities and Colleges -- 1995-1996

The National Dean's List, 17th Edition -- 1994

Valedictorian of Santa Ynez Valley Union High School -- 1992

## Nancy K. Murray, Ph.D.

6375 Lake Lucerne Drive  
San Diego, CA 92119

619/463-5104  
[nkmurray@concentric.net](mailto:nkmurray@concentric.net)

### EDUCATION

#### Degrees Earned

- August 1982     **Ph.D. University of Tennessee**, Knoxville, TN  
Major: Interdisciplinary Human Ecology  
Minor: Marketing (MBA coursework)  
Dissertation Title: User Evaluation of Functionally Designed Protective Clothing for Agricultural Workers
- December 1975     **M.S. University of Tennessee**, Knoxville, TN  
Major: Textiles, Merchandising and Design  
Minors: Weaving, Consumer Economics and Marketing
- May 1973     **B.S. Carnegie Mellon University**, Pittsburgh, PA  
Major: Textiles and Clothing  
Minor: Design

#### Teaching Credentials Issued

- August 1999     **Emergency Single Subject** Secondary Education Teaching  
Credential: Full-Time. Subject: Family and Consumer Sciences
- August 1998     **Preliminary Designated Subjects** Vocational Education Teaching  
Credential: Full-Time. Subject: Marketing

#### Teaching Credential Testing and Training

- Fall 1999     Credential Program-nine units completed, National University  
Fall 1999     Passed Subject Matter Single Credential Test-Home Economics  
Fall 1999     Passed C-Best Test  
Summer 1999     Nutrition in the Life Cycle, Point Loma Nazarene University

#### Certificates Earned

- May 1999     **English as a Second Language**, Extended Studies Division of the San Diego Community College District for completing six ESL workshops
- May 1995     **Desktop Publishing I, II & III**, East County ROP  
IBM Computer Programs: *Corel Draw* and *Ventura Publisher*  
Page Layout, Flyers, Logos, Business Cards and Newsletters
- May 1995     **Graphics and Printing**, East County ROP  
Macintosh Computer Programs: *Pagemaker* and *MacDraw Pro*

Typesetting, Graphic Design, Camera Techniques, Plate Burning, 1090 and 360 A.B. Dick Printing Presses, Padding, and Cutting.

August 1994

**Computer Applications**, East County ROP

IBM Programs: *DOS, Windows, Word Perfect 5.1, Lotus 1-2-3.*

**EXPERIENCE**

August 2004-  
Present

*Point Loma Nazarene University*, Department of Family and Consumer Sciences, San Diego, CA

**Professor** – Fashion Merchandising and Housing & Interior Environments

Courses taught at the Freshman through Senior levels. Teach wide range of fashion merchandising and housing & interior environment courses including Fashion Industry; Fashion Merchandising; Visual Presentation & Display; Apparel in Human Behavior and Culture; Textile Science; Apparel Construction; Flat Pattern Making; Historic Costume; History of Design in Furniture & Housing; Fundamentals of Interior Design; Introduction to Computer-Aided Design; Advanced Housing Environments; and Interior Design Materials, Lighting & Residential Equipment. No graduate program.

**Advisor** for FCS student group, offering professional speakers and activities for students outside of class with financial support from the San Diego District of AAFCS.

**Funded Grant of \$1,000** in 2006 for FCS student group from the California Association of Family and Consumer Sciences to support activities to develop future professionals in FCS. Expect award of similar funding in 2007.

August 2001-  
May 2004

*Point Loma Nazarene University*, Department of Family and Consumer Sciences, San Diego, CA

**Adjunct Professor** – Fashion Merchandising and Housing & Interior Environments

Taught wide range of courses primarily in fashion merchandising and housing & interior environments.

**Advisor** for embryonic FCS student group, offering professional speakers and activities for students outside of class with financial support from the San Diego District of AAFCS.

July 2001 -  
August 2001

*University of California, San Diego*, La Jolla, CA .

**Science Instructor** – for Rewarding Youth Achievement Camp offered by the Early Academic Outreach Program.

Designed and implemented 10 hours (each week) of science curriculum for high school students in a residential camp environment in collaboration with a team of teachers. Taught

multiple sections of the 10 hour curriculum each week. In the science section, students dissected sharks, conducted secondary research on marine animals and created science project presentation boards in a competitive and rewarding environment.

August 1999 –  
June 2000

*Grossmont Union High School District; El Capitan High School, Lakeside, CA*

**Family and Consumer Sciences Instructor & Department Chair**  
Designed and implemented original course materials for all courses taught. No state guidelines provided. No textbooks available. Courses taught included: Foods & Nutrition, Personal Finance, Family Relations, Child Development, and Clothing Construction. Committee Service included: Faculty Senate, School-to-Career, and WASC Committees.

October 1998 –  
June 1999

*San Diego Unified School District; Kearny High School, San Diego*

**ROP Instructor** – Taught Vocational English as a Second Language to students enrolled in ROP classes.

Emphasis on vocabulary development, understanding the culture of work in the United States, completing job applications, creating resumes, and interviewing skills. Designed and implemented original course materials for VESL material taught. Taught Work Preparedness Units from ROP curriculum to all ROP students at Kearny High School.

August 1998 –  
October 1998

*San Diego Unified School District; Hoover High School, San Diego*

**ROP Instructor** – Senior Internship Program

Established schedule and format for new program. Taught resume, job application & interviewing techniques, and American employer workplace expectations. Recruited businesses and placed students in workplace internships.

November 1997 –  
June 1998

*San Diego Seniors Newsmagazine; El Cajon, CA*

**Food Editor:** Provided one recipe to magazine each month. Additional articles published as space available.

September 1997 –  
September 1998

*San Diego Web Offset; El Cajon, CA*

**Estimator:** Printing estimates and sales. Complex printing estimates for large projects submitted following state and local guidelines for competitive bidding. Responsible for printing calendar, outside vendors, and delivery.

January 1995 –  
June 1998

*Grossmont-Cuyamaca Community College District; Grossmont College, Business Department, El Cajon, CA*

**Adjunct Faculty:** Retailing Course, Survey course in retailing including store operations, layout, inventory, buying, retail mathematics and E-retailing. OR Buying Course, Management techniques applied to the buying function for a retail/wholesale business.

April 1995 –  
June 1996

*Grossmont-Cuyamaca Community College District;  
Cuyamaca College, Cuyamaca Bookstore, El Cajon, CA  
Cuyamaca Bookstore leased to Barnes and Noble July 1, 1996*

**Member of the Cuyamaca College Administrative Team.**

**Interim Bookstore Manager:** During transition to lease store, assumed management responsibility for all services and activities of the Bookstore including purchasing, receiving, pricing, stocking, selling storage and inventory control of course materials and general merchandise. Developed, managed, and implemented goals, objectives, policies, and priorities for Bookstore operations. Continuously monitored, evaluated and implemented improvements to the efficiency and effectiveness of service delivery methods and procedures. Created promotional strategies to publicize the college name, improved communication across campus, and make the bookstore more user friendly.

**Financial:** Developed, managed, and administered the Bookstore's annual budget. Increased sales by 10.1% and reduced customer returns by 3.1% with net sales of One Million. Responded to and resolved difficult and sensitive inquiries and complaints. Oversaw cash received and the preparation of daily receipts and reports.

**Personnel:** Selected, trained, motivated, and evaluated assigned classified personnel. Interviewed, hired, trained, evaluated, and fired hourly personnel. Met with staff to identify and resolve problems, assign work activities, monitored work flow & productivity, and evaluated work products, methods & procedures.

**Service:** Member of the Cuyamaca College Administrative Council, District Bookstore Reorganization Committee, and Cuyamaca Scholarship Committee.

January 1995 –  
June 1995

*San Diego Community College District; Continuing Education  
Centers; San Diego, CA*

**Part-time Instructor:** Budget and Home Energy Management Course. Four hour course for San Diego Gas & Electric covering home energy management and personal spending plans. Deliver basic concepts to a broad community audience in a tight time frame. Program discontinued by SDG&E.

August 1989 –  
June 1994

*San Diego State University; School of Family Studies and  
Consumer Sciences; College of Professional Studies and Fine Arts;  
San Diego, CA.*

*Program Eliminated due to Budget Cuts in 1992. Layoff 1994.*

**Assistant Professor:** Responsible for developing computer applications for child development majors in Consumer Information



Systems, computer applications in Fashion Merchandise Budget & Planning, developing merchandising applications in Textiles, redesigning Fashion Merchandising Seminar, teaching essential upper division courses in Fashion Merchandising, and conducting research in Textiles and Clothing. Trained student assistants in office, lab, and exam scoring procedures. No graduate program.

**Teaching Responsibilities** included courses taught at the Sophomore through Senior levels. Courses taught included: Consumer Information Systems for Child Development Majors, Family Income Management (Personal Finance), Consumer Interest, Field Experience, Fashion Merchandise Budget & Planning, Fashion Merchandising Seminar, Fashion Merchandise Analysis, Textiles, and Special Research Topics.

**University Committee Service included:**

- Committee to Organize an Untenured Faculty Organization 1992
- College of Professional Studies and Fine Arts Faculty Development Committee 1992-1994, Chair Spring 1994
- School of Family Studies and Consumer Sciences Director Review Committee 1991-1992
- Child Development/Fashion Merchandising Program Review Committee 1992-1993
- Fashion Merchandising Curriculum Committee 1989-1992

**Other University Service included:**

- Computer designed programs and flyers for FSCS events.
- Recruited two \$500 Scholarship Awards from J.C. Penney District Office 1991-1992
- Developed Graduate Assistant Job Description and Bi-monthly Report form for FSCS
- Hosted High School Students and Parents in the Classroom in the Freshman for a Day Program 1989-1991.
- Designed Special Course: The Art and Technology of Fashion Symposium. Offered through Extended Studies June 1991.

**Community and Professional Service included:**

- Member, Grossmont College Family and Consumer Science Advisory Board 1989-1993
- Member, Mesa College Family and Consumer Sciences Advisory Board 1991-1994
- Guest Lecturer, Topic: Finding Hidden Money for New Horizon Program sponsored by the San Diego Community College District. December 1993.
- Guest Lecturer, Topic: The Changing American Family for Family Management Class at Grossmont Community College. December 1991.

- Guest Lecturer, Topic: Textiles and Clothing Update for Consumer Education Class for seniors sponsored by the San Diego Community College District.
- Advisor to the Student FCS Professional Organization 1990-1991.
- State Coordinator for Southern California of all Student FCS Professional Organizations 1990-1991.

**Awards and Honors included:**

- 1993 Fashion Merchandising Program Teacher of the Year Award
- 1992 Fashion Merchandising Program Teacher of the Year Award
- 1990 J.C. Penney Faculty Internship National Program in Dallas
- 1990 Initiation into Phi Beta Delta Honor Society of International Scholars

January 1982 –  
July 1989

*Idaho State University*; Department of Home Economics and Vocational Teacher Education; College of Education; Pocatello, ID

**Assistant Professor:** Fashion Merchandising Coordinator and Member of the Graduate Faculty. Responsible for the development and instruction of the entire curriculum in Fashion Merchandising. Established contacts, placed, and evaluated students with local retailers for supervised internships. Responsible for student program and career counseling. Designed and implemented a slide presentation for high school recruitment. Administered fashion field trips for students, professionals, and the community. New York City and San Francisco.

Teaching Responsibilities included courses taught at the Freshman through Graduate levels. Courses taught included: Changing American Family, Fashion: Design to Consumer, Fashion: Personal Selection, Fashion: Merchandising, Fashion: Perspectives, Fashion: Color Theory, Fashion: History, Fashion: Secondary Curriculum, Industry Update, Field Experience, Clothing: Basic Concepts, Clothing: Advanced Concepts, Clothing: Creative Design, Current Programs and Trends in Textiles and Clothing.

**University Committee Service included:**

- Speakers and Artists Committee 1984-1989, Acting Chair Sp 1988
- University Scholarship Committee 1982-1989, Chair, Gagon Scholarship Committee 1984-89, Chair Memorial Scholarship Committee 1986-89
- Junior English Proficiency Exam Steering Committee 1987-1988
- Reader for the Junior English Proficiency Exam 1983-1989
- Computer Services Committee 1982-1985
- Microcomputer Coordinating Committee 1982-1984

**Community Service speeches and seminar topics included:**

- Professional Dressing, New Fashion Trends, Fashion as a Reflection of the Past, The Ecosystem Approach to Improving the Quality of Life, and The Hand-crafted Textiles of India.

- Audiences included: Idaho Wool Growers Association State Convention, Idaho Insurance Women State Convention, International Society of Women Professionals in Education, Bannock Regional Medical Center, The Bon Marche Department Store, Pocatello Regional Medical Center, State 4-H Leaders' Annual Forum.

**Chaired Department Graduate Committee.** Designed graduate option in Home Economics for Master's Program in Education. Home Economics representative on the Department of Education graduate committee. Served as major professor and/or committee member for all masters' students in Home Economics.

**Advisor** to the Student Member Section of the American Home Economics Association. Actively fostered social interaction and mentoring with students.

January 1985 –  
July 1989

*Pykettes Factory Outlet Store; Pocatello, ID*

**Management and Sales Consultant:** Designed and implemented visual merchandising including seasonal promotions, mannequin dressing, front window, and instore displays. Merchandised the floor by determining presentation theme, arranging store fixtures, colorizing merchandise, and signing. Advised in areas of personnel training and management, developed long term plans and goal setting, and encouraged store management to be creative and aggressive in implementing their ideas.

January 1984 –  
April 1984

*Master Products, Inc.; Pocatello, ID*

**Pattern Maker;** Designed and developed menswear pant patterns as part of the merchandising team. Executed the production pattern and graded for size range.

October 1980 –  
December 1981

*J.C. Penney Co.; Knoxville, TN*

**Service Control Associate:** Assistant Manager in the Service Control Department of the Operations Division. Arbitrated consumer complaints. Controlled inventory of hard lines. Ordered replacement parts for customers and store. Organized and scheduled deliveries.

August 1976 –  
June 1980

*University of Nevada, Reno; School of Home Economics; Reno, NV*

**Assistant Professor:** Fashion Merchandising Coordinator. Placed and evaluated students with local retailers and other appropriate firms such as ski wear manufacturers, costume designers, and advertising agencies for field experiences. Served as industry consultant to many of the cooperating firms on personnel training, display techniques, and public relations. Responsible for student program and career counseling. Initiated and developed new course offerings. Trained work study personnel in office and lab

procedures. Designed and implemented a slide presentation for high school recruitment.

**Teaching Responsibilities** included courses taught at the Freshman through Graduate levels. Courses taught included: Fashion as a Career, Flat Pattern and Draping, Beginning and Advanced Textiles, Creative Textiles, Field Experience, Consumer Behavior and Fashion Marketing, Social/Psychological Aspects of Textiles and Clothing, and San Francisco Design/Fashion Field Trip. Team taught Display Techniques with Interior Design Professor.

**University Committee Service** included: Faculty Senate 1978-1980 and Home Economics Personnel Committee 1978-1980.

**Community Service** speeches and seminar topics included: Career Opportunities in Fashion Merchandising, Fashion Trends, Is Weaving and Art or a Craft?, and Production Weaving. Audiences included: The Weaver's Guild of Northern Nevada, Reno area high schools, and local women's groups.

**Advisor** to the Student Member Section of the American Home Economics Association.

September 1973 – *University of Tennessee, Knoxville*; Department of Textiles,  
August 1976 Merchandising and Design; Knoxville, TN

**Graduate Teaching Assistant:** Designed and implemented a multi-media program for student recruitment. Organized and updated catalog of historic textile collection. Courses taught included: Fashion Analysis, Merchandising Techniques: Planning and Control and assisting with Social-Psychological Aspects of Textiles and Clothing, Flat Pattern, and Draping.

**University Committee Service** included:  
Student Representative, College of Home Economics Graduate Council 1974-1976

**Advisor** responsible for development and administration of Student Fashion Merchandising Association.

## RESEARCH ACTIVITIES

**Funded Grants**  
Spring 1991

**San Diego State University Research and Creative Activity Grant** (\$3,012) to do further research on Intention and Interpretation of Clothing Cues in a Dating Situation Project.

Summer 1983      **National Endowment for the Humanities Grant** (\$3,200 stipend) to participate in a seminar entitled, Minorities in the Southwest at the University of Arizona, Tucson. Specific research topic: The Effect of Minorities on Regional Market Development and Functioning.

Summer 1980      **Fulbright-Hays Grant** (\$7,500) to participate in Workshop on the Decorative Arts of India which was attached to the University of Bangalore; Bangalore, India. Included six weeks of travel throughout India. Specific research topic: Hand Processes Used for Dyeing and Weaving Textiles in India.

#### **Juried Proceedings/Presentations**

Spring 2005      Murray, Nancy K., *Using PowerPoint Effectively*. Educational Presentation Breakout Session. CA-AFCS Biennial Meeting, Emoryville, CA.

Summer 2004      Murray, Nancy K., Wilder, Kay, and Schindler, Nanci, *Parenting Your Parent*. Panel Presentation Breakout Session. AAFCS Annual Meeting, San Diego, CA.

Spring 2003      Murray, Nancy K., *Generations*. Interactive Educational Presentation Breakout Session. CA-AFCS Biennial Meeting, Riverside, CA.

Spring 2003      Murray, Nancy K., Wilder, Kay, and Bows, Carlyn, *Parenting Your Parent*. Panel Presentation Breakout Session. CA-AFCS Biennial Meeting, Riverside, CA.

Fall 1992      Murray, Nancy K., *Computer Applications for Teaching Retailing*. Creative Teaching Poster Presentation. ITAA Annual Meeting, Columbus, OH.

Fall 1992      Murray, Nancy K., *Films as a Tool for Teaching Historic Costume*. Creative Teaching Poster Presentation. . ITAA Annual Meeting, Columbus, OH.

Fall 1991      Moore, Tami James and Nancy K. Murray, *Intention and Interpretation of Clothing Cues in an Adolescent Dating Situation*. Research Study Presentation. . ITAA Annual Meeting, San Francisco, CA.

Fall 1985      Eyman, Sandra and Nancy K. Murray, *The Preference of Women Educators for Style, Color, and Pattern of Career Clothing*. Research Study Presentation. . ACPTC Annual Meeting, Napa Valley, CA.

Fall 1982

Murray, Nancy K., *User Evaluation of Functionally Designed Protective Clothing for Agricultural Workers*. Research Study Presentation. ACPTC Annual Meeting, Minneapolis, MN.

## PROFESSIONAL DEVELOPMENT AND SERVICE

### Professional Organizations

- Member, *American Association of Family and Consumer Sciences* (formerly the American Home Economics Association) 1990-present
  - California Affiliate:**
    - Newsletter Editor 1999-2006
    - Treasurer 1998-2000
    - Student Member Section Advisor – South 1990-1991
  - San Diego District:**
    - Chair Nominating Committee 2003-2004
    - President 2002-2003
    - President Elect 2001-2002
    - Chair Nominating Committee 2000-2001
    - Foundation Board of Trustees 1998-2001
    - President 1997-1999
    - Newsletter Editor 1998-2000
    - President Elect and Directory Chair 1996-1997
    - Scholarship Committee 1993-1997, Scholarship Chair 1994-1996
- Member, *The Fashion Group International of San Diego, Inc.* 1990-7, 2002-present
  - Corresponding Secretary and Phone Tree Chair 1997
  - Career Day Organizing Committee 1996
  - Program Chair 1995
  - Career Day Organizing Committee 1992
- Member, *San Diego Historical Society*, 2003-present
- Member, *California Community College Administrators* 1995-1997
- Member, *National Association of College Stores* 1995-1996
  - Annual Meeting Soft Goods Focus Session Committee 1996
- Member, *California Association of College Stores* 1995-1996
- Member, *International Textile and Apparel Association* (formerly Association of College Professors of Textiles and Clothing) 1973-1996
  - Scholarship Committee 1991-1992
  - Reno Conference Organizing Committee 1975-1976
- Member, American Collegiate Retailing Association 1990-1994
- Member, *Textbook Authors Association, Inc.*
  - Ethics Committee 1993-1994
- Member, *Northern Rocky Mountain Educational Research Association* 1984-1989

### **Honor Societies**

- Phi Upsilon Omicron, National Honor Society in Family and Consumer Sciences. Initiated in 2004 at Point Loma Nazarene University.
- Life Member, Phi Kappa Phi, National Interdisciplinary Honor Society. Initiated in 1973 at the University of Tennessee, Knoxville.

#### **Idaho State University Chapter of Phi Kappa Phi**

- President 1988-1989
- President Elect 1987-1988
- Secretary 1986-1987
- Executive Board 1982-1989
- Member, Phi Beta Delta Honor Society of International Scholars, International Honor Society. Initiated in 1990 at San Diego State University.
- Member, Kappa Omicron Nu Honor Society, Initiated in 1973 into Omicron Nu National Honor Society in Home Economics at the University of Tennessee, Knoxville. Omicron Nu later merged with another Honor Society creating the Kappa Omicron Nu Honor Society.

## **COMMUNITY ACTIVITIES AND SERVICE**

### **Church**

- Member, *San Carlos United Methodist Church*

#### **Committee Memberships:**

- Staff Parish Relations Committee
- Scripture Reader
- Altar Guild

### **San Diego Zoological Society**

- Member, *Ocelots*
- Mission is to raise money to support a grant program for research and educational programs at the Center for Reproduction and Endangered Species, San Diego Zoo, and the San Diego Wild Animal Park.

#### **Steering Committee Roles:**

- Newsletter Editor
- Member-at-Large, Check-In
- Volunteer for Celebration for the Critters

**MARGARET S. WING-PETERSON, MS, RD**

7938 Mission Manzanita Place  
San Diego, California 92120-1542  
Phone 619.265.0430

**Education**

University of California, Davis, California. M.S., Nutrition Science, 1980. Thesis title: "Source Credibility Effects on Consumer Perceptions of Nutrition Claims Made in Food Advertisements."

Mercy Hospital and Medical Center; San Diego, California. American Dietetic Association-accredited dietetic internship, 1975.

University of Arizona, Tucson, Arizona. B.S., Home Economics, with High Distinction, 1974.  
Major: Foods and Human Nutrition

**Work Experience**

8/02 to present

*Point Loma Nazarene University  
San Diego, California*

**Adjunct Faculty**

Develop coursework and instruct undergraduate students in basic nutrition science, nutrition in women's health and well-being, community nutrition, catering, cultural foods and food resource management. Assist in development and implementation of American-Dietetic-Association accredited didactic program in dietetics.

12/95 to present

*San Diego State University Foundation  
San Diego, California*

**Program Nutritionist**

Design curricula and implement community education programs regarding nutrition and oral health for families, including classroom and after-school sessions, and parenting workshops. Plan and provide in-service for educators and providers of medical, dental, nursing and children's care. Develop educational displays, brochures and presentations. Initiate and cultivate collaboratives with community social service, health and nutrition agencies. Produce grant proposals. Instruct and oversee graduate/undergraduate students and dietetic interns in field placement. Developed and piloted peer oral health education training project, "A Healthy Mouth for a Lifetime."

2/91 to 11/95

*County of San Diego Department of Health Services  
San Diego, California*

**Program Nutritionist**

Assessed needs, designed and implemented nutrition training and education for 220+ pediatric health care providers and in-house staff. Topics included pediatric nutrition, dental health, dietary assessment, anthropometry, client nutrition counseling and community resources. Evaluated clinical outcomes, interpreted nutrition surveillance data and prepared analyses for program planning. Designed education materials for professional and lay audiences. Coordinated local programming with regional and state resources. Supervised graduate and undergraduate field placement students.



**Work Experience, continued**

5/90 to 11/03

*San Diego Cardiac Center  
San Diego, California*

***Clinic Dietitian***

Assess and counsel outpatients regarding health risk reduction and wellness promotion in eight-cardiologist private practice. Design food, nutrition and consumer education materials. Create education materials and train visiting cardiology specialists for nationwide lipid management preceptorship. Participate in professional symposia on topics such as nutrition interventions for hypertension, women's cardiovascular health and dietary modification for lipid management.

4/90 to 1/91

*University of California Cooperative Extension  
San Diego, California*

***Program Representative II***

Revised nutrition and consumer education curriculum for the Expanded Food and Nutrition Education Program (EFNEP), a federal- and state-funded consumer education program for county-wide low-income families. Revised community outreach system and provided staff in-service.

1/89 to 2/92

*Copley News Service  
San Diego, California*

***Syndicated Columnist***

Authored "Diet and Health," weekly syndicated newspaper column regarding healthful food, nutrition and consumer information for nationwide news service.

6/87 to 2/92

*San Diego County Chapter, American Heart Association  
San Diego, California*

***Food Columnist***

Authored weekly food and nutrition column with healthful recipes, "The Heart Line," for regular feature in the **Evening Tribune**, a major daily newspaper for the metropolitan San Diego region.

3/85 to 2/90

*The DANNIS Group  
San Diego, California*

***Coordinator, Program Development and Assistant Trainer***

Developed program administration and client education materials for multi-disciplinary, medically supervised lifestyle education/ weight management programs. Produced marketing pieces, medical and business forms, equipment specifications, personnel guidelines, resource lists, curricula and client handouts. Coordinated materials production/ distribution for 30+ U.S. sites. Trained and supervised clinical staff in program administration and classroom facilitation.

12/81 to 3/85

*Kaiser-Permanente Positive Choice Program  
San Diego, California*

***Nutritionist/Counselor***

Counseled patients individually and facilitated group education in lifestyle change for multi-faceted outpatient health promotion program. Topics included stress management, physical activity, self-image and healthful nutrition. Developed curriculum and patient materials. Provided staff training.

### **Publications and Featured News Articles**

“Do Kids’ Lunches Make the Grade?”, “An Affinity for Fish Doesn’t Have to Include Fat”; *the San Diego Union*

*Nutrition Resource Manual* (co-author). The DANNIS Group, Inc; San Diego, California.

“Preserving Vitamins and Minerals (during food preparation),” IN *The Complete Guide to Vitamins and Minerals*; HP Publishing; San Diego, California.

“Age-Old Use of Spices Reduces Need for Salt,” “East Meets West”; *the (San Diego) Tribune*.

“Prevention is Best Way to Beat Osteoporosis,” *Senior World*.

### **Professional Certification, Affiliations and Committees**

- Registered dietitian with the American Dietetic Association since 1975
- Member of the San Diego Dietetic Association, California Dietetic Association, American Dietetic Association (ADA), ADA Practice Groups: Dietitians in Business and Communications; Sports, Cardiovascular and Wellness Nutrition; Food and Culinary Professionals; Nutrition in Complementary Care; Dietetic Educators of Practitioners
- Member, Phi Omicron, national family and consumer sciences honorary, 2004-present
- Chair, Membership Committee, San Diego District Dietetic Association, 2001-2002
- Chair-elect, Membership Committee, San Diego District Dietetic Association, 2000-2001
- Chair, Nominations Committee, San Diego District Dietetic Association, 1998-99
- Mentor for San Diego District Dietetic Association Student Mentoring Program, 1997-1999
- Member, Advisory Committee, San Diego State University Foundation WIC Program Dietetic Internship, 2001-present
- Member, (School Food) Quality Work Force, San Diego Unified School District, 1999-2000
- Member, Health Services Advisory Board, Neighborhood House Head Start Program, 1998-2002
- Nominee, California District Dietetic Association’s “Excellence in Community Nutrition,” Award, 2000.
- Grant Reviewer, U.S. Centers for Disease Control and Prevention, Minority Health/Women’s Health, 1996

**Tamara Pontious**  
3030 State St.  
San Diego, Ca. 92103  
(619) 818-3227  
[tamarapontious@pointloma.edu](mailto:tamarapontious@pointloma.edu)

## **EMPLOYMENT HISTORY**

### **Early Childhood Learning Center, San Diego, California Assistant Director/Lab Teacher, 2001-present**

- Primary Teacher of 12-18 children, ages 3-5.
- Created and implemented all lesson plans.
- Wrote and distributed a monthly newsletter and weekly parent letter.
- Helped facilitate a successful community between staff and volunteers.
- Mentored and coached University practicum and field experience students

### **Early Childhood Center, San Diego, California Interim Director, Summer 2003**

- Supervised and trained four students and held weekly staff meetings.
- Responsible for all administrative and support tasks for the ECC.
- Reorganized handbooks for parents, office staff, and finances.

### **Early Childhood Center, San Diego, California Long Term Substitute/Preschool Teacher, 2000-2001**

- Primary teacher of 13 children, ages range 2-3.
- Prepared lesson plans for different learning areas (art, language, science, and math).
- Wrote and published articles in parent newsletter.
- Served as a mentor teacher for college students in child development.

### **Early Childhood Center, San Diego, California Teacher Intern, 1999-2000**

- Primary facilitator and caregiver for a mixed age group of 10-14 children.
- Prepared lesson plans for art, outside play, circle time, and snack.
- Received an excellent evaluation at this internship site.

### **Early Childhood Center, San Diego, California Teacher Aide, 1995-1999**

- Provided supervision for a total of 24 children which range in ages from 3 to 5 years, including teaching lessons, organizing games and educational and recreational activities.

### **San Diego, California Nanny, 1995-2000**

- Assisted parents in managing two children-one with a disability, cerebral palsy.
- Tasks included: preparing meals; grocery shopping/running errands; helping children with homework or projects; taking the kids out to the park or the theater; bathing and dressing the girls; driving them to recreational or therapy activities; etc.

### **Early Childhood Center, San Diego, California Student Teacher, Summer 1998**

- Responsible for a group of six children-teaching and preparing lessons; supervising children in outside play; preparing snack; providing hands-on learning experiences to involve kids in.

## **EDUCATION**

**Point Loma Nazarene University, San Diego, California**  
**Bachelor of Arts Degree in Child Development May 2000**  
**Master of Education in Special Education (projected completion date May 2008)**

## SUSAN DECRISTOFARO ROGERS

10850 Stone Haven Way  
San Diego, CA 92130  
(858) 793-5317

### EDUCATION

- 1999 - Ph.D., Walden University; Early Childhood Education  
In progress.
- 1985 - 1986 M.A., Point Loma Nazarene College, San Diego, California; Education
- 1986 Clear California Teaching Credential
- 1981 - 1985 B.A., Point Loma College, San Diego, California; Major: Child Development
- Fall, 1989 California State University, Dominguez Hills;  
Speech and Language Development Disorders
- Fall/Winter 1987 Math Their Way Advanced
- Summer, 1987 Math Their Way
- 1986 - 1987 Mastery Teaching Taught by Madeline Hunter
- Fall, 1985 TESA Trained

### TEACHING EXPERIENCE

- 2003 - Present Point Loma Nazarene University, San Diego, California  
Academic Director Early Childhood Learning Center
- 2002 - Present Point Loma Nazarene University, San Diego, California  
Adjunct Professor  
Department of Family and Consumer Sciences
- 1997 - 1999 Eastern Kentucky University; Richmond, Kentucky  
Instructor in Curriculum and Instruction Department  
Taught Reading and Language Arts Courses
- 1993 - 1996 Point Loma Nazarene College; San Diego, California  
Instructor in Early Childhood Education
- 1993 - 1996 Point Loma Nazarene College; San Diego, California  
Director, Early Childhood Center  
Teacher of 4 year old class

- 1990 - 1993 Point Loma Nazarene College; San Diego, California  
Assistant Director, Early Childhood Center  
Teacher of 3 year old class
- 1989 - 1990 Switzer Center; Torrance, California  
Preschool Language Delayed Instructor
- 1986 - 1989 Wilmette Public Schools; Wilmette, Illinois  
Second Grade Teacher
- 1985 - 1986 Encinitas Union School District; Encinitas, California  
First Grade Teacher
- 1982 - 1985 Point Loma Nazarene College Early Childhood Center  
Preschool Teaching Assistant (3 and 4 year olds)
- Summer 1984 Instructor for 4 year olds
- 1984 -1985 Substitute Teacher for 3 and 4 year olds.

#### EDUCATION ACTIVITIES

- 2005 Parenting Series: El Cajon Nazarene Church
- 2004/2005 Intercultural Education Exchange: Early Childhood Delegation to China  
Sino-US Education Leadership Conference  
Presented to Master Students and Professors of Beijing Normal University  
Presentation: Development of Healthy Self-Esteem and the Importance of  
Family and Community
- 2004 - Present Parenting Series: Parents of Early Childhood Center
- 2004 Planting Seeds of Faith Through Children's Literature
- 2003 Presentation of Children's Family Drawings  
California Association of Family and Consumer Sciences  
Annual Meeting, Riverside, California
- 1997 - 1999 Designed and implemented a puppet presentation to teach  
conflict resolution. Presented this to schools throughout rural  
Kentucky. Titled, "Hands Are Not For Hitting."

- 1993 – Present      Presentation on building self esteem in young children  
Titled, “Roots and Wings”
- 1990                      Presented Seminar to South Bay Chapter of S.C.A.E.Y.C.  
“Language Development and Improving Your Skills as a  
Language Teacher.”
- 1989                      Presented Seminar to Northeastern Illinois University  
Student Teachers; “Classroom Management”
- 1988 – 1999              Student Council Advisor; Wilmette School District
- 1987 – 1989              Selected for Piloting Reading and Language Programs  
Wilmette School District
- 1987 – 1989              Coordination of Curriculum Development Committee  
Wilmette School District

## **PUBLICATIONS**

Grandma Jesse’s Gift                      Children’s Book submitted for publication

## **SOCIETY MEMBERSHIPS**

California Association of Family and Consumer Sciences  
American Association of Family and Consumer Sciences  
The International Dyslexia Association  
Society for Research in Child Development  
National Association for the Education of the Young Child (NAEYC)

## **REFERENCES**

Available upon request

**ALETA I. SLATER**

3571 Mt. Alvarez Ave.  
San Diego, CA 92111  
(858) 874-4488

E-mail: [aslater@reachone.com](mailto:aslater@reachone.com)

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**SPECIFIC STRENGTHS**

- ◆ *Relationship and Communication Skills*
- ◆ *Creative Problem Solver*
- ◆ *Knowledge of Curriculum and Instruction*
- ◆ *Organized Management Style*
- ◆ *Personal Integrity*
- ◆ *Collaborative Leader*
- ◆ *Visionary*
- ◆ *Motivator of Staff and Students*
- ◆ *Collaborative Team Member*

**PROFESSIONAL EXPERIENCE**

**2003 to present**      **PLNU Early Childhood Learning Center**      **San Diego, California**  
*Site Director*

**2002-2003**      **Horizon High School**      **San Diego, California**  
*Teacher*

- ◆ Eleventh Grade American Literature      2002-2003

**1999-2002**      **Community Christian Academy**      **Lacey, Washington**  
*Administrator*

- ◆ Elementary Principal, Preschool Daycare Director,  
Before & After School Care Program Director      2001-2002
- ◆ Elementary Principal Intern and Preschool Daycare Director      2000-2001

*Teacher*

- ◆ Second Grade      1999-2000

**1986-1999**      **Bellingham School District**      **Bellingham, Washington**

*Teacher*

- ◆ First/Second Grade, Birchwood Elementary School      1998-1999
- ◆ Kindergarten and Title I, Birchwood Elementary School      1991-1998
- ◆ K-8 Music Specialist, multiple elementary and middle schools      1986-1991

**1985-1986**      **Boise Public Schools**      **Boise, Idaho**  
*Teacher*

- ◆ Kindergarten, Amity Elementary School

**1979-1981**      **Sonshine Christian Preschool**      **John Day, Oregon**

*Director, Head Teacher*

- ◆ Preschool and Kindergarten

**1977-1978**      **Green Valley Christian School**      **Watsonville, California**

*Teacher*

- ◆ Third/Fourth Grade

**1969-1972**      **Blue Springs School District**      **Blue Springs, Missouri**

*Teacher*

- ◆ First Grade, Blue Springs Elementary School

## **LEADERSHIP EXPERIENCE**

### **Administration-Management**

- ◆ **Supervised** instruction using the clinical supervision model
- ◆ **Managed** student discipline
- ◆ **Interviewed and hired** certificated and classified staff
- ◆ **Facilitated** staff meetings
- ◆ **Planned and implemented** professional development
- ◆ **Planned and maintained** oversight of budget and facilities
- ◆ **Evaluated** instructional program using student portfolios and achievement data

### **Collaboration**

- ◆ **Served** on campus administrative team
- ◆ **Collaborated** with staff and parents to clarify issues and resolve conflict
- ◆ **Implemented** collaborative decision making model for staff decisions
- ◆ **Collaborated** to shape and implement a mission statement that reflects the school's vision
- ◆ **Collaborated** with staff and students to plan assemblies, programs, and performances
- ◆ **Served** on writing team for school-wide Title I Proposal
- ◆ **Served** on Learning Improvement and Self-study Teams

### **Communication**

- ◆ **Established** positive communication with parents, students, and community through conversations, formal presentations, written notes, letters, and newsletters.
- ◆ **Provided** recognition for the accomplishments of staff, students and parents with phone calls, notes, letters and public recognition when appropriate
- ◆ **Prepared** a variety of written reports for supervisor and school board

## **CERTIFICATION**

- ◆ **California State Administrative Services Credential**, San Diego County Office of Education, issued 2002
- ◆ **California State Preliminary Multiple Subject Teaching Credential**, general subjects, supplemental authorization in music, issued 2002
- ◆ **Washington State PK-12 Initial Principal's Certification**, Seattle Pacific University, Seattle, WA, issued 2002
- ◆ **Washington State Continuing Elementary Teacher's Certification—K-8**, with an endorsement for Music K-12, issued 1990

## **EDUCATION**

- ◆ **Masters of Educational Leadership and Principal's Credential**  
Seattle Pacific University,  
Seattle, Washington 2001
- ◆ **Bachelor of Arts in English**  
Point Lomà Nazarene University  
San Diego, California 1969
- ◆ **Graduate level courses for teacher certification 1971-2001**
  - University of Missouri, Kansas City, Missouri
  - Boise State University, Boise, Idaho



--Western Washington University, Bellingham, Washington  
--Seattle Pacific University, Seattle, Washington

***PROFESSIONAL ORGANIZATIONS***

- ◆ Association of California School Administrators (**ACSA**)
- ◆ California Association for Supervision and Curriculum Development (**CASCD**)
- ◆ American Association of School Administrators (**AASA**)

***PLACEMENT FILE***

A Confidential Placement File will be sent under separate cover from:

**Seattle Pacific University  
3307 Third Avenue West  
Seattle, Washington 98119  
(206) 281-2493**

## CURRICULUM VITAE

CINDY L. SWANN, M.S., R.D.

### Address:

4619 Larkspur Street  
San Diego, CA 92107  
(619) 224-8855  
cswann@ptloma.edu

A.D.A. #706362

### Education:

- 2001 Certified Diabetes Educator, American Diabetes Association
- 1988 American Dietetic Association, Chicago, IL  
Passed national Registered Dietitian exam. Became eligible through a self-written program of 6 months experience with Master's degree.
- 1988 San Diego State University, San Diego, CA  
Master of Science - Nutritional Sciences
- 1981 San Diego County, San Diego, CA  
Certified - Food Service Manager Training
- 1979 State University College at Buffalo, NY  
B.S. in Home Economics

### Professional Experience:

- 2002 - Pres. Instructor, Pt. Loma Nazarene College. Teach nutrition courses to dietetic majors and non-majors, including FCS 305 Nutrition Throughout the Lifecycle, FCS 335 Nutrition Research, FCS 345 Human Nutrition, FCS 415 Medical Nutrition Therapy, FCS 425 Child Nutrition, FCS 450 Advanced Nutrition.
- 2002 - Pres. Outpatient Dietitian/Diabetes Educator, Scripps Wellness Clinics/Whittier Institute. Physician referred, one-on-one and group outpatient nutrition/diet therapy counseling. Also provide lectures to area business' employees.
- 2002 - 2003 Facilitator, Coalition on Children and Healthy Weight, County of San Diego. Facilitate monthly meetings, obtain speakers and prepare meeting agenda.
- 1990 - Pres. Instructor, University of California at San Diego. Teach Nutrition course (3 units) as part of their Health Certificate Program through the Extended Studies Dept.
- 1989 - 2002 Consultant, Sharp Rees-Stealy Medical Clinics. Physician referred, one-on-one outpatient nutrition/diet therapy counseling and group classes.
- 1993 - 2001 Dietetic Internship Director, San Diego State University. Coordinate and supervise dietetic internship program for post baccalaureate students.
- 1988 - 2001 Instructor, San Diego State University. Taught 3-12 units/semester including Food Principles Lecture (205/3 units), Food Principles Laboratory (205/2 units),

Advanced Nutrition Lecture (302/3 units), Advanced Nutrition Laboratory (302L/2 units), Quantity Food Production Lecture (303/3 units), Quantity Food Production Laboratory (303L/1 unit), Food Service Management (404/3 units), Experimental Food Science (405/4 units) Community Nutrition (510/3 units) and Nutrition Through the Lifecycle (208/2 units) to dietetic majors, and Nutrition and Fitness Lecture (311/3 units) to ENS majors.

- Sep-Dec 1998 Lecturer, University for Humanistic Studies. Taught Sports Nutrition Topics to students earning PhD/MS degree in Sports Psychology.
- 1997- 2000 Consultant/Lecturer, Personal Physicians. Provided one-on-one dietary counseling, taught a series of weight management classes and gave nutrition related lectures.
- 1990 - 1997 Instructor, Mesa Community College. Taught Nutrition for Fitness (3 units).
- 1991 Summer - Lecturer/Instructor, Sharp Hospital Preventive Healthcare Program. Taught weight loss classes and gave nutrition lectures.
- 1988 American College of Sports Medicine, San Diego, CA  
Participated in Exercise Specialist Workshop

**Publications:**

- June 2007 Silver Gate Elementary School Newsletter, San Diego – article on being a role model for our children
- May 2007 Silver Gate Elementary School Newsletter, San Diego – article on feeding cues for children
- Nov 2006 Silver Gate Elementary School Newsletter, San Diego – article on importance of feeding your children breakfast
- June 1994 Senior World Newspaper, San Diego - article on produce
- Feb 1991 Senior World Newspaper, San Diego - article on sodium
- Dec 1990 Senior World Newspaper, San Diego - article on holiday eating
- Aug 1990 Senior World Newspaper, San Diego - article on drinking water
- Apr 2001 YMCA Senior Newsletter - article on how to evaluate supplements

**Presentations:**

- July 2006 Scripps Whittier Diabetes and Nutrition Program – gave three lectures to clinic employees on appropriate dieting methods.
- Feb 2005 Scripps Whittier Diabetes and Nutrition Program – spoke on diet myths, fads and truths to employees of the Union-Tribune Newspaper.
- Feb 2005 San Diego ARCO Olympic Training Center – spoke to the Women’s Rowing Team on nutrition for endurance and power, and supplements
- Feb 2005 PLNU – Participated in panel discussion following showing of “SuperSize Me” film to student body.
- Nov 2004 University of San Diego – spoke to the baseball team on sports nutrition topics.
- Feb 2004 Scripps Whittier Diabetes and Nutrition Program – spoke on fad diets to employees of the Union-Tribune Newspaper.
- Jan 2004 Temecula Gymnastics Program – spoke to gymnasts aged 7-17 and their parents on the importance of healthy eating and sensible weight loss programs.
- Mar 2003 Scripps Whittier Diabetes and Nutrition Program - spoke at Ovarian Cancer

- Aug 2003 Support Group on using nutrition to counteract cancer side effects.  
Scripps Mercy Medical Group – spoke on Women and Heart Disease to employees of the Union-Tribune Newspaper.
- Aug 2001 San Diego ARCO Olympic Training Center - spoke to Jr. Elite Track & Field Camp for female jumpers/vaulters on sports nutrition topics.
- May 2000 San Diego ARCO Olympic Training Center - spoke to Women's Olympic Soccer Team about eating on the road, supplements and body image, and reviewed 3-day diet average intakes.
- May 2000 Cuyamaca Gymnastics Program - spoke to gymnasts aged 7-17 yrs. about good nutrition and healthy snacks
- Aug 1999 San Diego ARCO Olympic Training Center - spoke to Jr. Elite Track & Field Camp for female throwers on sports nutrition topics
- Aug 1999 San Diego ARCO Olympic Training Center - spoke to Jr. Elite Track & Field Camp for female sprinters and hurdlers on sports nutrition topics
- Aug 1999 San Diego ARCO Olympic Training Camp - spoke to Jr. Elite Track & Field Camp for male and female race walkers on sports nutrition topics
- June 1999 San Diego ARCO Olympic Training Camp - spoke to elite collegiate female cyclists on sports nutrition topics
- Feb 1999 NCAA Champs Lifestyle Annual Symposium - spoke on nutrition for stressed, busy professionals.
- July 1998 San Diego ARCO Olympic Training Center - spoke to Jr. Elite Track & Field Camp for female throwers on sports nutrition guidelines
- Jun 1998 San Diego ARCO Olympic Training Center - spoke to women's collegiate cyclists on sports nutrition guidelines
- Feb 1998 San Diego ARCO Olympic Training Center - spoke to women's national field hockey team on nutrition principles.
- June 1996 San Diego ARCO Olympic Training Center - spoke to decathlon team on protein, carbohydrates and supplements.
- May 1996 San Diego ARCO Olympic Training Center - counseled a synchronized swim team member on diet for weight (fat) loss.
- June 1995 San Diego ARCO Olympic Training Center - spoke to disabled decathlon team on sports nutrition.
- Apr 1993 Chart House Elite Running Team - gave lecture on fuel use during exercise and hydration.
- June 1991 San Diego Marathon Association - gave lecture on hydration to marathon participants.
- Feb 1990 San Diego Dietetics Association - participated on panel - spoke on carbohydrates vs. fats for fuel use during exercise.
- Dec 1990 San Diego Marathon Association - spoke on supplements and carbohydrate loading.

**Awards:**

- Nov. 2000 Nominated as Outstanding Dietetic Educator to California Dietetic Association by the San Diego Dietetic Association chapter, and the California Sports, Cardiovascular and Wellness Nutritionists practice group.
- Apr 1993 Recognized Young Dietitian of the Year (RYDY) by California Dietetics Association

**Professional Membership:**

- 1985 - Pres. American Dietetic Association (ADA), member

1985 - Pres. California Dietetic Association (CDA), member  
 1985 - Pres. San Diego Dietetic Association (SDDA), member  
 1986 - Pres. Sports, Cardiovascular and Wellness Nutritionists (SCAN), ADA practice group member  
 1986 - Pres. Community Nutrition Task Force (CNTF), member  
 1987 - 1990 SCAN Southern California Division, Treasurer  
 1988 - 1990 CNTF, Historian  
 1989 - 1990 CNTF, Co-Chairman  
 1991 - 1992 SCAN, Regional Meeting Program Co-Chair for October Meeting  
 1991 - 1992 SDDA Nominating Committee  
 1992 - Pres. Dietitians in Education Practitioners (DEP), member  
 1992 - 1993 SCAN, Southern Division Chairperson  
 1992 - 1993 SCAN, Local Chairperson for National Symposium's 4/92 meeting in San Diego  
 1992 - 1993 CNTF, Secretary  
 1993 - 1994 SCAN State Chairperson  
 1994 - 1995 SCAN, Southern Division, Co-Chairperson  
 1994 - 1995 CNTF, Now San Diego Nutrition Council (SDNC), Secretary  
 1997 - 1998 SDNC, Historian  
 1998 - 1999 SCAN, Local Operations Committee Member for Regional meeting in San Diego  
 1998 - 1999 SDDA, Awards Committee Co-Chair  
 1998 - 1999 SDNC, Historian  
 1999 - 2000 SDDA, Awards Committee Chair  
 1999 - 2000 SDNC, Historian  
 2000 - 2001 SDNC, Historian  
 Apr. 2001 Co-Chair for Kids' Race, 6<sup>th</sup> Annual San Diego Dietetics Association Nutrition Fuels Fitness 5K/10K Run/Walk, and Kids' ½ Mile and 1 Mile.  
 2001 - 2002 SDNC, Historian and Nominating Chairperson  
 2001 - 2002 California Dietetics Association, Awards Committee  
 2002 - Pres. Member, Coalition on Children and Weight  
 2002-2003 SDNC, Co-Chair  
 2003-2004 SDNC, Co-Chair  
 2004-2005 SDNC, Co-Chair  
 2004-2005 SDDA, Nominating Committee  
 2006-2007 SDDA, Mentoring Chair, also in charge of Student Night  
 2006 - Pres. Member, American Association of Family & Consumer Sciences (AAFCS)  
 2007-2008 SDNC, Treasurer

# *Kay M. Wilder, Ed.D.; C.F.C.S.*

3900 Lomaland Drive  
San Diego, CA 92106-2899  
619-849-2270  
kwilder@pointloma.edu

## **Education:**

Northern Arizona University, Flagstaff, Arizona  
Curriculum and Instruction, Ed.D.  
Dissertation: Secondary Home Economics Educators'  
Present Concerns and Educational Needs, 1986

Simmons College, Boston, Massachusetts  
Home Economics Education, M.S., 1972

Northwest Nazarene University, Nampa, Idaho  
Home Economics Education, B.A., 1967

## **Work Experience:**

Point Loma Nazarene University, San Diego, California, 1981-Present  
Department of Family and Consumer Sciences  
Chair and Professor

Present teaching assignments: Child Nutrition; Life Cycle Nutrition; Food Service Production and Management; Personal, Family, and Community Health; Human Sexuality; Problems of Family Housing; Secondary School Methods of Family and Consumer Sciences, Family and Consumer Sciences Senior Seminar.

Direct internships for students majoring in the Department of Family and Consumer Sciences

Conduct yearly Workshops and Seminars on Child Abuse and Neglect; Drug, Alcohol and Nicotine Abuse; Nutrition Education K-12; Stress Management; Personal Well-being; Family Systems; and Health Sciences.

Past teaching assignments: Human Nutrition; Fundamentals of Food; Advanced Foods; Fashion Design and Merchandising; Apparel Construction.

Maple Park Middle School, Kansas City, Missouri, 1979-1981  
Teacher of Home Economics

Developed and implemented the Home Economics curriculum for middle school students.  
Editor of the newsletter, The Maple Park Messenger.

Macy's, Kansas City, Missouri, 1978-1979  
Department Manager

William Jewell College, Liberty, Missouri, 1976-1977  
Instructor of Nutrition

West Windsor-Plainsboro High School, Princeton Junction, New Jersey, 1972-1975  
Supervisor and Teacher of Home Economics

Developed and implemented Home Economics curriculum for grades seven through twelve and fully equipped department facility for new multimillion dollar secondary school.

Montclair State College, Montclair, New Jersey, 1973  
Director of Nutrition Workshops for county teachers

North Quincy High School, Quincy, Massachusetts, 1968-1972  
Teacher of Home Economics  
Developed new cultural and food course.

Fruitland High School, Fruitland, Idaho, 1968  
Teacher of Home Economics

## Grants and Honors:

Educational Style Award by The Fashion Group International, San Diego, 2005

Community Leaders Award by the Administrators Association of San Diego City Schools, 1998 and 2002

California Department of Education, Consumer and Home Economics Education. The Model Site for the Program of Excellence in the area of food service, dietetics, and nutrition. 1995

San Diego State University, University Center on Aging, College of Health and Human Services; funded by Administration on Aging. Total Immersion: An approach to Multi cultural Curriculum. 1994

## Textbook Reviewer and Consultant:

Wadsworth Group - Thomson Learning. *Nutrition Through the Life Cycle*, 2001

Wadsworth Publishing Company. *Life Cycle Nutrition*, 1999

Brown and Benchmark. *Decisions for Health*, 1995

Mosby. *Nutrition and Diet Therapy*, 1995

West Publishing Corporation. *Living Today and Tomorrow: Managing Life's Opportunities*, 1994

West Publishing Corporation. *Family Economics*, 1994

Interior Design Consultant, 1982 to present

## Publications:

"Student Perceptions of Poverty: A Pilot Study." Family Relations and Human Development/Family Economic and Resource Management Biennial, 2001

"Home Economics is Exemplary CAN Model." Compendium, September. 1993

"Secondary Home Economics Educators' Present Concerns and Educational Needs." Home Economics Journal, Vol.15, No.4. 1987

Season with Love: The Ministry of Hospitality. Kansas City: Beacon Hill Press. Cookbook on Midwestern Cuisine. 1985

## Curriculum Development:

Directed a comprehensive program review of the Department of Family and Consumer Sciences and site visitation, 2006-2007

Directed the application process, self-study, and curricular proposals for accreditation with the American Dietetic Association's Didactic Program in Dietetics for the Dietetics Major within the Department of Family and Consumer Sciences. 2003 - 2005

Directed comprehensive self study review of the Early Childhood Learning Center at Point Loma Nazarene University. Initiated curriculum, staff and administrative changes. 2002-2004

Directed comprehensive self study and revision of curriculum. Department of Human Environmental Sciences; Point Loma Nazarene University. 1991-1992, 1997-1999

Developed *Total Immersion: An Approach to Multicultural Curriculum*. Grant project with San Diego State University, University Center on Aging, College of Health and Human Services. 1994

Developed *Mexican Fiesta* secondary school curriculum program for the Modern Talking Picture Service, Inc.; St.Petersburg, Florida. 1992

Developed *Fresh Produce Personnel Training Program*. San Diego Community College. 1989

Developed *Exploring Fresh Produce*. A one-week unit for Junior High for the Fresh Produce Council of California. 1989

Developed *Fresh Produce*. A one-week unit for Elementary grades 1-3 for the Fresh Produce Council of California. 1988

Developed and Implemented *Home Economics Secondary Curriculum* for new Home Economics program at West Windsor--Plainsboro School District, New Jersey. 1972

## Professional Presentation:

University of California - San Diego, April 2, 2005; Expanding Your Horizons Conference; "Nutrition and Health Concerns of Adolescent Females"

California Association of Family and Consumer Sciences Biennial Conference, March 12, 2005; "Nutrition and Health Concerns of Young Adult Women"

Beijing Normal University, China, January 4, 2005; "Intercultural Educational Exchange: Child Well-Being"

American Association of Family and Consumer Sciences Annual Conference, San Diego, CA. June 26, 2004; "Parenting Your Parent."

KPBS Radio, San Diego; November 24, 2004; "These Days Family and Consumer Science in Our Society Today"

University of San Diego, November 22, 2003; Johns Hopkins University, Center for Talented Youth; College Colloquium Academic Panel.

University of California - San Diego, October 11, 2003; Expanding Your Horizons Conference; "Nutrition and Health for Girls"

California Association of Family and Consumer Sciences Biennial Conference, March 22, 2003; "Parenting Your Parent"



American Association of Family and Consumer Sciences, July 3, 2001, "Collaboration on Research and Teaching Across Institutions"

California Association of Family and Consumer Sciences, March 20, 1999, "Family Systems and Dysfunction"

Women's Retreat Point Loma Nazarene University (faculty, staff and students) Alpine, California, January 29, 1999 "Grace in the Journey"

American Association of Family and Consumer Sciences, San Diego, California, Recognition Brunch, April 25, 1998, "Family and Consumer Science - Trends in the Profession"

Wesleyan Center Conversations, Point Loma Nazarene University, San Diego, California, March 9, 1998 Response to "Silenced By The Spirit: Women in Wesleyan Ministry"

Sabbatical Recipient Presentation, Point Loma Nazarene College, San Diego, California, March 4, 1998 "Lessons Learned"

Women's Day, 1997; Point Loma Nazarene College, San Diego, California, February 15, 1997, "Navigating the Nutrition Maze"

American Association of Family and Consumer Sciences, Annual Meeting, Nashville, Tennessee, June 24, 1996, "Teen Pregnancy and Parenting Education Mentoring Program"

Simmons College Alumni Meeting, San Diego, California, February 3, 1996, "Women's Physical and Emotional Well Being Connection"

Point Loma Nazarene, San Diego, California, March 11, 1995, Woman's Day Seminar. "Better Nutrition for A Healthier You."

Point Loma Nazarene College, San Diego, California, March 12, 1994 Faces of Women Seminar. "The Distressed Face."

Single Vision, San Diego, California. September 29, 1993. "Family Issues for the Single Parent."

San Diego Sunday School Convention, San Diego, California. "Recognizing The Signs of An Abused Child and The Abusive Parent." 1990-1993

American Association of University Women, Poway-Penasquitos Branch, California. May 13, 1992. "What You Can Do About Child Abuse."

Association of Christian Schools International Convention, Anaheim, California. "Recognition and Prevention of Child Abuse and Neglect." 1990-1992

Elderhostel, San Diego, California. June - August. "Living the Wellness Game." 1989-1992

Association of Christian Schools International, Southern California Convention, Anaheim Convention Center. November 25, 1991. "Recognition and Prevention of Child Abuse and Neglect."

San Diego Sunday School Convention, San Diego, California. November 15 and 16, 1991, 2:00 p.m. on the 15th and 9:00 a.m. on the 16th. "Recognizing the Signs of the Abused Child and the Abusive Parent."

Association of Christian Schools International Conference, Anaheim, California. September 21, 1990. "Better Nutrition During Childhood" and "Drug and Alcohol Education and Prevention." 1990

Association of Christian Schools International Conference, Anaheim, California. October 26, 1989. "Wellness Update: Nutrition and Health Concerns."

Faculty Lecture Series, Point Loma Nazarene College, San Diego, California. "Home Economics Educators' Present Concerns and Educational Needs." 1989

California Home Economics Association, San Diego District, San Diego, California. May 6. "Home Economics: Current Issues and Educational Needs." 1989

California Home Economics Association, San Diego, California. February 15, 1989. "Nutritional Concerns: Home Economics Educators' Issues in the 1990's."

International Federation for Home Economics, Minneapolis, Minnesota. July 17, 1988. "Secondary Home Economics Educators' Present Concerns and Educational Needs."

American Home Economics Association Annual Meeting, Baltimore, Maryland. June 22, 1988. "Secondary Home Economics Educators' Present Concerns and Educational Needs."

### **Institutional Service at Point Loma Nazarene University:**

- Chair of the Department of Family and Consumer Sciences, 1987 - present
- Academic Policy Committees, 2006-2009
- WASC - Standards One and Three Committee, 2004 - 2006
- Phi Upsilon Omicron: Gamma Iota Chapter - National Honor Society, University Advisor 2004 - present
- Faculty Status Committee, 2002 - 2005
- Nominating Committee, 2000-2003
- Centennial Celebration Organizing Committee, 1999-2002
- Early Childhood Center Advisory Committee, 2001 - present
- Faith, Learning and Living Conference, Planning Group Committee, 1999-2001
- Academic Programs Committee, 1998-2000
- Designed and directed Nutrition-Textile Sciences Laboratory Renovation and Remodel, 1998
- Directed the Program Review for the Department of Family and Consumer Sciences, 1997 - 1999
- General Education Committee, 1997-1998
- Academic Policy Committee, 1995-1997
- WASC - Steering Committee, and Self-Study, Chair 1993-1996
- Committee on Committees, Chair 1992-1995
- Academic Policy Committee, 1990-1992
- Counseling Resource Center Advisory Committee, 1990-1992
- Faculty Council, 1988-1990
- Faculty Promotion and Security Committee, 1988-1990
- Faculty Salary and Fringe Benefits Committee, 1987-1990
- Designed Interior Faculty Library Reading Room, 1994
- Designed Interior Faculty Dining Room, 1988
- Designed Interior Brown Chapel, 1986
- Kappa Delta Epsilon, Sorority Advisor, 1986-1998, 2001 - 2004

### **Professional Memberships and Positions:**

- American Association of Family and Consumer Sciences, Vice President of Planning 2006-2008, Nomination Committee, Annual Convention Committee, 2002 - 2004
- California Association of Family and Consumer Sciences, President 2000 - 2002, Executive Board Member, Tri-Chair of 1999 State Conference, Board Member 1991 to present
- California Association of Family and Consumer Sciences - San Diego District, President 1991-1993, Board Member 1987 to present
- Council of Administrators of Family and Consumer Sciences
- Family and Consumer Sciences Education Association

- California Nutrition Council, Board Member, 1998
- Fashion Group International, San Diego Board of Directors, Educational Chair, Secretary 2004-2005, Student Liaison 2006-2007
- San Diego Community College District Child Development Advisory Committee, 1998 to present
- San Diego Community College District Parent Education Advisory Committee, 1998-2002
- San Diego City Schools District Family and Consumer Science Advisory Committee, 1995-1999

### **Community and Church Service:**

- San Diego Rescue Mission, Board of Directors, President of Board of Directors, 2001-2003 and 2004-2005;
- Board Member, 1996 - present
- Child Abuse Prevention Foundation, Volunteer
- Village Presbyterian Church, Rancho Santa Fe, CA - Choir member, Session Elder

**References Upon Request**

**Appendix N**

**Present Course Syllabi**

**FCS 100 Level Course Syllabi**

Department of Family & Consumer Sciences  
*Apparel Construction FCS 105*  
Fall 2006

<b>INSTRUCTOR Section 1:</b>	Nancy K. Murray, Ph.D., <a href="mailto:nmurray@pointloma.edu">nmurray@pointloma.edu</a>
<b>COURSE TIME Section 1:</b>	1:30 – 4:30 pm, Thursday
<b>COURSE LOCATION:</b>	Evans 112-113
<b>OFFICE LOCATION/HOURS</b>	Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am & noon-1:00pm; Wed 10:30-11:00am & 1:30-4:30pm; Thu 10:00-11:00am and noon-1:00pm; and by appointment
<hr/>	
<b>INSTRUCTOR Section 2:</b>	Amber E. Bradley, M.S., <a href="mailto:abradle1@pointloma.edu">abradle1@pointloma.edu</a>
<b>COURSE TIME Section 2:</b>	1:30 – 4:30 pm, Wednesday
<b>COURSE LOCATION:</b>	Evans 112-113
<b>OFFICE LOCATION/HOURS</b>	Evans 112-113/ Wed 12:30-1:30pm and 4:30-5:00pm. Please contact Dr. Murray if you need assistance on MTorTH.

### COURSE DESCRIPTION

Fundamental processes of clothing construction. An analysis and comparison of construction techniques and fabric types.

### COURSE OBJECTIVES

1. Apply the principles and elements of good design and construction in making garments best suited to one's personal needs.
2. Use and care for a sewing machine and a serger safely.
3. Develop basic standards and skills in construction accuracy for altering commercial patterns, cutting, marking, stitching, fitting and pressing.
4. Recognize and compare quality characteristics of constructed garments and ready-to-wear.
5. Construct clothing apparel for oneself applying quality construction standards.

### REQUIRED TEXT

Reader's Digest, *Complete Guide to Sewing, c.1995 or New Complete Guide to Sewing, c.2002*

### REQUIRED MATERIALS

Class Packet (sample patterns, directions, rubrics, etc.) available on Eclass  
Sewing Equipment (list provided)  
Projects and Sample Supplies including appropriate fabrics, notions, and garment pattern(s)

### REQUIRED TECHNOLOGY USE

PLNU Eclass accessible at <http://eclass.pointloma.edu>

## LOGIN INSTRUCTIONS FOR ECLASS

- To login to Eclass courses go to the Eclass home page – [eclass.pointloma.edu](http://eclass.pointloma.edu).
- On the Welcome to Eclass Entry page press “Login”
- Use your PLNU student ID Username and then enter your password and click “Login”
- Select the Eclass course in which you are enrolled.

The *Announcements* section of Eclass will provide you with information about class assignments and course changes. Each time you log in to Eclass, you should check the *Announcements* section for new messages.

## GENERAL POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and [pointloma.edu](http://pointloma.edu) email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
4. Quizzes are 10 multiple choice questions and are given via Eclass most weeks. **Use your text and eclass materials.** No makeup quizzes are given; each student is responsible for submitting it via email before class begins each week.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## FCS 105 SPECIFIC POLICIES AND PROCEDURES

1. Demonstrations will not be repeated, be on time.
2. **Come to class with sample fabric cut out.**
3. Each student is required to bring appropriate sewing supplies to class the session following the visit to the fabric store and every subsequent class session. **No supplies, no sewing, points lost.**
4. Each student is assigned a plastic bin to keep their sewing equipment and supplies in. It is kept in the Resource Room, clearly marked with the student's name. **The bin is not taken from the FCS Department.**
5. Each student is assigned to share sewing machines and sergers with other students and together they are responsible for the care and safety of the assigned sewing machine and accessories. **Please use these machines carefully** for both its continued successful operation and your own

safety. The machine and its accessories are expensive to maintain and replace. Please act accordingly.

6. All students must retain possession of their assigned bobbins (2) and thread throughout the semester. **Never remove the bobbin casing from the machine.**
7. During a semester when more than one class is using the sewing machines, students are responsible for removing their needle when they leave the machine as well as the bobbin and thread.
8. **Students who wish to use their own machine in class may do so, but PLNU is not responsible for personal machines.** This includes repair, maintenance, theft etc. Clearly mark personal sewing machines with your name! Place it in the Resource Room at the instructor's direction. It is recommended that personal machines not be shared with other students. Of course you may retain possession of your property and bring it to class each week.
9. Each student is responsible for purchasing fabric and sewing supplies and bringing them to class by the dates indicated in the syllabus for each project. One class trip to the fabric store is scheduled. Stay the entire class time, do not plan to leave early.
10. **Garment Project must have pattern approved.** *Patterns labeled "for knits only" cannot be used.* The garment project will be evaluated based on its difficulty to construct. Not all patterns are created equal!
11. **All projects will be sewn in class during class hours.**
12. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
13. Students are required to remain for the entire class and return the work areas to order before leaving. Use your time effectively. **Expect attendance to be taken at the end of class.**

## ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

## FCS 105 ATTENDANCE RULES

1. **Class attendance is ESSENTIAL for success in this class. There is no acceptable substitute.** Attendance is monitored carefully. **DO NOT CUT CLASS.**
  - a. Sign in with the time of your arrival at every class.
  - b. Clean up thoroughly and check with the instructor before leaving. **DO NOT LEAVE**



EARLY.

- c. Sign out with the time of your departure.
- d. Keep your personal attendance log up-to-date
- 2. The only satisfactory reason for missing this class is illness. IT IS THE STUDENT'S RESPONSIBILITY TO REPORT ILLNESS TO THE INSTRUCTOR.
- 3. De-enrollment rules are followed.
  - a. Miss 1 class (or part of a class)—receive a warning for de-enrollment and lose points.
  - b. Miss 2 classes—receive a warning, the Associate Provost is notified and may de-enroll you, and lose points.
  - c. Miss 3 classes—instructor will de-enroll you regardless of reason for missing class. As work must be completed in class, student will be too far behind to complete the class successfully.

**COURSE GRADING CRITERIA**

APPROPRIATE BEHAVIORS HAVE BENEFITS

<u>Earn Points:</u>	<u>POINTS</u>
Class Packet in Notebook with 6 plastic sheaths (late--no points)	10
Machine Threading Quizzes (2 x 10 pts) (must pass to start garments)	20
Sewing Equipment in Appropriate Container on date due (late--no points)	10
Ironing Board Duty	10
Eclass Quizzes (13 x 10 pts)	100
Samples (6 x 30 pts)	180
Sample Notebook	25
Evaluating Quality Exercise	25
PATCHWORK PILLOW PROJECT	75
KNIT GARMENT PROJECT	75
WOVEN GARMENT PROJECT	100
Project Self-Evaluations (3 x 10 pts)	30
Garment Modeling	15
Final Exam	<u>100</u>
<b>Total Points Possible</b>	<b>805</b>

INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

<u>Lose Points:</u>	
Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to sign in or sign out	-1
Failure to checkout with the instructor when you leave	-1
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20%
Missing sewing equipment or materials (each time)	-10
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## ASSIGNMENT/PROJECT GUIDELINES

Sewing Equipment each item with student's name clearly marked

1. container for supplies with name clearly marked
2. fabric shears (8")
3. thread snippers or thread scissors (optional but recommended)
4. sewing machine needles (one package (5 needles) size 11 or 14)
5. hand sewing needles (sharps)
6. tape measure
7. sewing gauge
8. straight pins—minimum 250 (glass head or plastic head), the longer quilt pins are easy to handle
9. pin cushion
10. seam ripper
11. marking supplies (both of the following)
  - a. marking pencil
  - b. tracing paper and tracing wheel
12. all supplies for samples including fabric, thread, and interfacing
13. all supplies for patchwork pillow including fabric, thread, and 16"x16" pillow form
14. all supplies for knit garment including pattern, fabric, thread, and other notions
15. all supplies for woven garment including pattern, fabric, thread, interfacing, and other notions

### Construction Samples (180 points possible)

Each sample set plus questions completed and submitted on date demonstrated is worth 30 points. (6 x 30 = 180)

Answer the questions on the form. Insert into plastic sheath with actual sample.

Place samples in a 3-ring notebook (25pts) in the following order:

1. Machine Stitching Samples
  - plain seam
  - curved seam
  - serger seam
2. Hand Stitching Samples
  - blind hem by hand
  - close pillow
3. Controlling Fullness Samples
  - dart
  - tuck
  - ease stitching
  - gathering
4. Multiple Layer Samples
  - understitching & topstitching
  - trimming & grading
  - interfacing
5. Zipper Sample
  - lapped zipper
6. Fastener Samples
  - machine buttonhole
  - button
  - hook & eye
  - snap

## PROJECT DESCRIPTIONS

**PATCHWORK-PILLOW PROJECT** on Sewing Machine (75 points possible)

Pattern and construction directions available in class packet.

Fabric, thread, and pillow form (16"x16") must be purchased.

### KNIT GARMENT PROJECT on Serger (75 points possible)

Simple top recommended. Commercial pattern is to be purchased with instructor's approval. Patterns labeled "for knits only" **MUST** be used. Evaluation of the pattern must be made to achieve 75 points. Fabric, thread, and other notions must be purchased.

### WOVEN GARMENT PROJECT on Sewing Machine (100 points possible)

Skirt with zipper recommended. Commercial pattern is to be purchased with instructor's approval. Patterns labeled "for knits only" **CANNOT** be used. Evaluation of the pattern must be made to achieve 100 points. Fabric, interfacing, thread and other notions must be purchased.

**NOTE:** Garment Projects referred to in the schedule as First Garment Project and Second Garment Project. Either garment may be designated First Garment Project or Second Garment Project. This decision will be made in consultation with the instructor and based on student's initial expertise with the serger and availability of machines.

### COURSE OUTLINE

- |        |                                      |   |
|--------|--------------------------------------|---|
| Unit 1 | Necessities of Sewing                | 10. Hand Stitching                                    |
|        | 1. Tools and supplies                | • blind hem by hand                                   |
|        | 2. Sewing Machine                    | • close patchwork pillow                              |
|        | 3. Serger                            | 11. Controlling Fullness – sleeves and waistlines     |
|        | 4. Pressing Techniques and Equipment | • dart  |
| Unit 2 | Patterns, Fabrics, and Cutting       | • tuck  |
|        | 5. Patterns                          | • ease stitching                                      |
|        | • Measurements                       | • gathering   |
|        | • Reading the pattern envelope       | 12. Multiple Layers – necklines, collars, and pockets |
|        | • Selecting a pattern                | • understitching and topstitching                     |
|        | • Design Elements & Principles       | • trimming & grading                                  |
|        | • Figure Analysis                    | • interfacing   |
|        | • The Parts of the Pattern           | 13. Zipper  |
|        | 6. Fabrics                           | 14. Fasteners   |
|        | 7. Shopping for Fabrics              | • machine buttonhole                                  |
|        | 8. Grain                             | • button  |
| Unit 3 | Construction                         | • hook & eye  |
|        | 9. Machine Stitching                 | • snap  |
|        | • plain seam                         |   |
|        | • curved seam                        |   |
|        | • serger seam                        |   |

**COURSE SCHEDULE**

WEEK OF	LECTURE TOPIC	ASSIGNMENT
W Aug 23 or Th Aug 24	Introduction, Measurements, Commercial Patterns, Reading a Pattern Envelope, Selecting a Pattern, Garment Selection, Analysis of Pattern Features, and Textiles Overview	2002: pp. 16-25; 28-37, and eclass on patterns 1995: pp. 44-82
W Aug 30 or Th Aug 31	<i>Eclass Quiz Due before class begins</i> <b>Class Packet in Appropriate Notebook with 6 Plastic Sheaths Due</b> Sewing Machine, Serger, Sewing Equipment, Ironing and Pressing, Ironing Board Etiquette and Procedures Organize Transportation for Fabric Store Visit THREADING MACHINES QUIZ <b>Machine Stitching Samples</b> <i>Ironing Board Schedule Begins</i>	2002: pp. 10-15, 83-87 1995: pp. 10-43, 100-2, 106-7, 156-70
W Sep 6 or Th Sep 7	<i>Eclass Quiz Due before class begins</i> Bring Measurements, Shopping List <b>Fabric Store Visit, <u>Must stay the entire class time</u></b> Bring any color samples needed!	
W Sep 13 or Th Sep 14	<i>Eclass Quiz Due before class begins</i> <b>Sewing Supplies in Appropriate Container Due</b> THREADING MACHINES QUIZ Fabric Grain & Preparation for Cutting PATCHWORK SQUARES PROJECT: cut pieces	2002: pp. 56-64, 260-1, 360-3 1995: pp. 56-65, 402-3 and see packet
W Sep 20 or Th Sep 21	<i>Eclass Quiz Due before class begins</i> PATCHWORK SQUARES PROJECT: machine sew	
W Sep 27 or Th Sep 28	<i>Eclass Quiz Due before class begins</i> <b>Hand Stitching Samples</b> PATCHWORK SQUARES PROJECT: complete	2002: pp. 68-82, 254-6 1995: pp. 134-48, 302-11
W Oct 4 or Th Oct 5	<i>Eclass Quiz Due before class begins</i> <b>PATCHWORK SQUARES PROJECT DUE (no work time)</b> <b>EVALUATING QUALITY EXERCISE</b> <b>Controlling Fullness Samples</b> <b>Fabric and Supplies for Both Garment Projects Due</b> FIRST GARMENT PROJECT: Start Alterations, Straighten Fabric, Layout and Pin Pattern, Mark Pieces, and Cut Out First Garment	2002: pp. 100-121, 216-7 1995: pp. 171-191, 268-9

WEEK OF	LECTURE TOPIC	ASSIGNMENT
W Oct 11 or Th Oct 12	<i>Eclass Quiz Due before class begins</i> <b>Multiple Layer Samples</b> FIRST GARMENT PROJECT: Sewing	2002: pp. 100-121, 216-7 1995: pp. 171-191, 268-9
W Oct 18 or Th Oct 19	<i>Eclass Quiz Due before class begins</i> <b>Zipper Sample</b> FIRST GARMENT PROJECT: Sewing	2002: pp. 284-291 1995: pp. 328-35
W Oct 25 or Th Oct 26	<i>Eclass Quiz Due before class begins</i> <b>Fastener Samples</b> FIRST GARMENT PROJECT: Sew	2002: pp. 300-323 1995: pp. 278-83, 342-3, 361-68
W Nov 1 or Th Nov 2	<i>Eclass Quiz Due before class begins</i> FIRST GARMENT PROJECT: Complete SECOND GARMENT PROJECT: Start	
W Nov 8 or Th Nov 9	<i>Eclass Quiz Due before class begins</i> <b>FIRST GARMENT PROJECT: DUE</b> SECOND GARMENT PROJECT: Sew	
W Nov 15 or Th Nov 16	<i>Eclass Quiz Due before class begins</i> SECOND GARMENT PROJECT: Sew	
W Nov 22 or Th Nov 23	<b>Thanksgiving Break – No Class</b>	
W Nov 29 or Th Nov 30	<i>Eclass Quiz Due before class begins</i> SECOND GARMENT PROJECT: Sew	
W Dec 6 or Th Dec 7	<b>SECOND GARMENT PROJECT DUE (no work time)</b> FASHION SHOW of Both Garment Projects and Picture Taking, Clean Sewing Machines & Sergers, Organize Resource Room, Evaluate Garments	
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
Sec 2 Dec 13 Sec 1 Dec 14	WEDNESDAY THURSDAY	1:00-3:00 pm 1:00-3:00 pm

*Department of Family and Consumer Sciences*  
*Fundamentals of Food - FCS 110*  
*Fall 2006*

**INSTRUCTOR:** Cindy Swann, M.S., R.D., C.D.E.

**OFFICE LOCATION/HOURS:** Evans Hall 134  
Office hours: M/W 10:00am - 11:00am  
T/TH 10:00am - 11:00am  
(Or call for an appointment)  
cswann@ptloma.edu

**COURSE TIME:** 8:00 - 9:50am Tues/Thur (Section 1)  
11:00 am - 12:50pm Tues/Thurs (Section 2)

**COURSE LOCATION:** Evans Hall 112

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**COURSE DESCRIPTION:**

Development of the technique and application of fundamental scientific principles of food preparation. Establishment of quality standards for purchasing food products and establishing food safety.

**COURSE OBJECTIVES:**

1. To understand the scientific physical and chemical properties of food systems
2. To understand and practice safe food handling principles, and develop an overall comprehension of foodborne illnesses
3. To increase skills in the culinary preparation of a wide variety of foods, including milk and dairy products, eggs, meats, poultry, fish, vegetables, fruits, salads, herbs and spices, cereals, starches, baked products, frozen desserts, candies, jelly and beverages.
4. To understand sensory evaluation of the above products for achievement of standard quality.
5. To review food standards, edible portions and costs of foods prepared in lab
6. To practice an efficient use of time, energy, equipment, and food ingredients in the preparation of food.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Work effectively as a team member (1p)
2. Quality improvement methods (4e)
3. Culinary techniques (5c)
4. Food safety and sanitation (5e)
5. Promotion of pleasurable eating (5m)
6. Food nutrition laws/regulations/policies (5n)
7. Applied sensory evaluation of food (5p)
8. Apply food science knowledge to functions of ingredients in food (5s)
9. Demonstrate basic food preparation and presentation skills (5t)

## REQUIRED TEXT:

Brown, A. (2004) *Understanding Food: Principles and Preparation*, 2<sup>nd</sup> ed. Wadsworth/Thomson Learning, Belmont, CA.

Curtis, S.R. (2004) *Lab Manual for Brown's Understanding Food: Principles and Preparation*, 2<sup>nd</sup> ed. Wadsworth/Thomson Learning, Belmont, CA.

## LECTURE NOTES:

Available on EClass. Please print out and bring to lecture class.

## POLICIES AND PROCEDURES:

1. Attendance is required in every lecture and every laboratory session. Your full attendance and participation is expected since they constitute part of your integrated experiences in nutrition. It will be used as one criteria for evaluation. Attendance and punctuality is considered important in college as in your future professional life. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See *Catalog* for full details.  
If absent: Obtain information missed in class from one of your peers. You cannot make up a missed laboratory.
2. Students are expected to come to class having read the ENTIRE laboratory exercise, be ready to answer questions regarding procedures for the ENTIRE exercise, and be mentally organized to conduct their group's assignment in a systematic fashion.
3. Proper use of equipment and NUTR facilities is expected. The instructor will demonstrate equipment use, when appropriate. Students are to clean ALL work areas and return equipment or supplies to their proper storage places at the end of class. Foods are to be tasted only with clean utensils that are not to be used for food preparation. **All products should be presented with serving utensils. NEVER TASTE, STIR, AND TASTE AGAIN!!**
4. Dress Code: The following rules have been established for safety and sanitation purposes. Wear flat heeled shoes with closed toes and a laboratory coat that is to be used only for this class (some lab coats are available in class). Place the lab coat in wash when it is dirty. Wash your hands before handling food. Short, clean unpolished fingernails are preferred. Restrain long hair. Wear a surgical mask while you are handling food, if you have a cold and are well enough to attend class. You may feel awkward about doing this, but your consideration for others govern your actions.
5. PLNU rules on academic honesty apply to this course. If a compromised, a failure is given in the assignment or course. See the *Catalog* statement for full details.
6. Attendance during examination periods must be prompt to allow maximum time to complete the test. Lectures will generally follow an exam and tardy students will not be allowed to finish the exam once lecture begins.

7. No make-up quizzes are permitted unless you have a medical excuse written by a physician. It is not possible to make up a laboratory session for any reason!
8. It is essential for you to read the text before class. Food chemistry is typically a class in which students need a lot of time to study. Peer study groups are recommended.
9. Students taking class for Pass/No Pass must receive a grade of C (73%) or higher in order to pass this class.
10. Cell phones are to be turned off during both lecture and lab sessions. Calls are not to be made during the class session.
11. Checking email or using the computers is to be limited to before or after class.

**ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**COURSE GRADING CRITERIA:**

Grading:	<u>POINTS</u>
5 Exams (50 pts each) .....	250
8 Laboratory Assignments (25 pts each).....	200
Participation/Clean-up/Attendance .....	100
Final Clean-up Participation.....	50
<b>TOTAL POINTS.....</b>	<b>600</b>

**Grade Distribution:**

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<59%



### Midterm Exams:

There will be six midterm exams, worth 50 points each. They will consist of multiple choice, true/false, matching and short answer questions. Exams will cover all lecture and laboratory information. No make-up exams will be allowed unless permission is received BEFORE the exam time.

### Laboratory Assignments:

At the end of each laboratory section are questions pertaining to the lab experiences. You must turn in eight (8) laboratory assignments, answering the five (5) questions assigned to that section. You may choose any eight laboratory assignments, provided that you cover the following topics:

- One from milk/cheese/eggs
- One from meat/poultry/fish
- One from vegetables/fruits/pigments
- One from cereals/starches/legumes
- One from flour/leavening agents/quick breads
- One from cakes/pastry/yeast breads
- Two from any other labs of your choice

The questions assigned from each lab experience are as follows: (Questions may change if lab experiments are altered.)

1. Measuring Techniques - # 1,2,3,5,6
2. Sensory Evaluation - # 3,4,6,11,12
3. Emulsions - # 1,5,6,7,18
4. Fruits and Vegetables - # 1,2,3,6,8
5. Fruits and Vegetable Pigments - # 1,2,4,6 & 7,11
6. Milk - # 3,7,10,15,16
7. Cheese - # 4,6,9,14,18
8. Eggs - # 1,4,15,16-19,22
9. Meat - # 2,4,6,7,8
10. Seafood and Poultry - # 1,4,5,8,9
11. Legumes - # 1,2,3
12. Cereals and Flours - # 1,2,3,7,9,10
13. Starch - # 1,4,8,20,21,22
14. Leavening Agents - # 6,10,11,14,16,17
15. Pastry - # 1,2,3,5,10
16. Quick Breads - # 2,3,4,7,8,10
17. Cakes - # 1,5,8,9,11
18. Yeast Breads - # 1,3,5,6,7

## TENTATIVE SCHEDULE

Dates	Lecture Topics	Laboratory Topics	Readings
8/22	Introduction/Nutrition Intro		Brown, Chp 2
8/24	Food Sanitation & Safety		Brown, Chp 3
8/29	Prep. Basics/Chemistry of Food		Brown, Chp 6
8/31	Proteins/Enzymes Systems		Brown, Chp 6
9/05		Weighing & Measuring	Curtis, 14-19
9/07	<b>Exam 1 / Sensory Evaluation</b>		Brown, Chp 1
9/12		Sensory	Curtis, 24-33
9/14	Fats and Emulsions		Brown, Chp 10
9/19		Emulsions	Curtis, 54-59
9/21	Milk & Dairy/Cheese		Brown, Chp 11,12
9/26		Milk	Curtis, 90-98
9/28		Cheese	Curtis, 99-105
10/3	<b>Exam 2 / Eggs and Foams</b>		Brown, Chp 13
10/5		Eggs	Curtis, 106-114
10/10	Meat/Poultry		Brown, Chp 14,15
10/12		Meat	Curtis, 115-122
10/17	Fish/Shellfish		Brown, Chp 16
10/19		Poultry/Fish	Curtis, 123-130
10/24	<b>Exam 3 / Fruits/Vegetables</b>		Brown, Chp 17, 18
10/26		Fruit/Veg/Pigments	Curtis, 60-75
10/31	Legumes & Starches		Brown, Chp 17, 20
11/02		Legumes & Starches	Curtis, 131-7, 152-7
11/07	<b>Exam 4 / Cereals/Flours</b>		Brown, Chp 21, 22, 23
11/09		Cereals & Flours	Curtis, 138-151
11/14	Leavening Agents/Quick Breads		
11/16		L.A./Quick Breads	Curtis, 159-65, 172-9
11/21	Pastry/Cakes		Brown, Chp 25,26
11/23	THANKSGIVING BREAK		
11/28		Pastry & Cakes	Curtis, 166-171, 180-5
11/30	Yeast Breads		Brown, Chp 24
12/05		Yeast Breads	Curtis, 186-103

12/07 Catch-Up/Finish Breads/Clean-Up

12/12 Exam 5 and Clean-up for Section 1 (8-10 am)

Tues, 8-10 am

12/12 Exam 5 and Clean-up for Section 2 (11-1 pm)

Tues, 10:30 am -12:30 pm

- I. Good Safety and Sanitation
  - A. Bacteria
    - 1. foodborne infections
    - 2. foodborne intoxication and intoxicification
    - 3. conditions present for bacterial growth
    - 4. principles of freezing, refrigeration, defrosting
  - B. Mold and Yeasts
  - C. Parasites
  - D. Viruses
  - E. Toxic chemicals
  - F. Irradiation
  - G. Sanitation techniques for safe food preparation
  
- II. Food Preparation Skills
  - A. Measuring techniques
  - B. Abbreviations and equivalents
  - C. Food equipment
  
- III. Fats and Oils
  - A. Types of fats and oils
  - B. Hydrogenated fats
  - C. Fat in food preparation
  
- IV. Cheese, Milk and Eggs
  - A. Nutritive value
  - B. Types of milk products
  - C. Milk safety and milk modifications
  - D. Milk substitutes
  - E. Cheese classification
  - F. Principles of cooking cheese
  - G. Eggs safety
  - H. Principles of cooking eggs
  
- V. Proteins
  - A. Meats
  - B. Poultry
  - C. Fish
  - D. Beans
  
- VI. Fruits and Vegetables
  - A. Fruit and vegetable classification
  - B. Nutritive value of fruits and vegetables
  - C. Storage of fruits and vegetables
  - D. Cooking preparation

VII. Cereals, Grains, Starches, Flours

- A. Structure of cereal grains
- B. Nutritive value
- C. Economic aspects
- D. Types of cereals
- E. Starch Cookery
- F. Types of Flours

VIII. Quickbread Principles and Preparation

- A. Functions of ingredients
  - 1. flour
  - 2. liquid
  - 3. leavening agent
  - 4. salt
  - 5. fat
  - 6. eggs
  - 7. sugar

IX. Yeast Bread Principles and Preparation

- A. Functions of ingredients
- B. Nutritive value
- C. Mixing process

**Department of Family and Consumer Sciences**  
**Fundamentals of Interior Design - FCS 115**  
**Fall 2006**

<b>INSTRUCTOR:</b>	Nancy K. Murray, Ph.D., nmurray@pointloma.edu
<b>COURSE TIME:</b>	1:30 – 4:30 pm, Tuesday
<b>COURSE LOCATION:</b>	Evans 112-113
<b>OFFICE LOCATION/HOURS</b>	Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except when a faculty meeting); Thu 10:00-11:00am; and by appointment

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**COURSE DESCRIPTION**

The study of basic design principles related to interior environments for meeting the needs of individuals and families. Application of design principles in selection and placement of furniture, floor and wall coverings, and accessories. Interior design career opportunities and responsibilities are discussed.

**COURSE OBJECTIVES**

1. Identify the particular characteristics of interior space in three dimensions and the essential components of a building.
2. Translate programmatic needs and requirements into 3-dimensional design decisions.
3. Learn and use design industry terminology correctly.
4. Develop visual skills to communicate design information to clients.
5. Identify the major categories of interior elements and recognize how each affects the functional and aesthetic development of interior spaces.
6. Outline the environmental control systems that must be integrated with a building's structure and the layout of the interior spaces.
7. Understand the interaction of light and sound with the interior environment.
8. Demonstrate an awareness of design possibilities for finish materials to modify the architectural elements of interior spaces.
9. Select and arrange the basic types of movable components within the built environment.
10. Learn about career opportunities and responsibilities in design.

**REQUIRED TEXTS**

*Interior Design Illustrated, 2<sup>nd</sup> ed.* by Francis D. K. Ching and Corky Binggeli  
*Interior Design Visual Presentation 2<sup>nd</sup> ed.* By Maureen Mitton, Wiley c. 2004

**REQUIRED SUPPLIES**

May include but not limited to retractable tape measure (minimum 10'), notebook, special papers and presentation boards, rubber cement/glue stick, markers, paints, colored pencils, ink pens, snap-off cutter, and scissors.

**REQUIRED EQUIPMENT**

PRS – Transmitter—purchase at the bookstore—if you taking other courses that require the transmitter,

## REQUIRED TECHNOLOGY USE

PLNU Eclass accessible at <http://eclass.pointloma.edu>

3D Home Architect Home Design Deluxe 6 computer software

## LOGIN INSTRUCTIONS FOR ECLASS

- To login to Eclass courses go to the Eclass home page – [eclass.pointloma.edu](http://eclass.pointloma.edu).
- On the Welcome to Eclass Entry page press “Login”
- Use your PLNU student ID Username and then enter your password and click “Login”
- Select the Eclass course in which you are enrolled.

The *Announcements* section of Eclass will provide you with information about class assignments and course changes. Each time you log in to Eclass, you should check the *Announcements* section for new messages.

## GENERAL POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and [ptloma.edu](http://pointloma.edu) email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
4. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
5. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## FCS 115 SPECIFIC POLICIES AND PROCEDURES

1. Demonstrations will not be repeated, be on time.
2. Quizzes are 10 multiple choice questions and are given via Eclass. **Use your text and eclass materials.** No makeup quizzes are given; each student is responsible for submitting it via eclass before class begins each week.
3. **Each student is to bring the appropriate required supplies to each class.**
4. Students are expected to remain for the entire class and return the work areas to order before leaving. Use your time effectively. **Expect attendance to be taken at the end of class.**
5. A classroom presentation on the Design Project is required of all students on the final day of class.

You and your project must be in class on the due date to earn the in-class presentation points. Each student must get up and show their visuals and make a 4-5 minute presentation that is concise and coherent. Time is short; use it to your benefit.

### ACADEMIC ACCOMMODATIONS

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (4.5 hours (1 ½ classes) of this 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (9 hours (3 classes) of a semester long course) is reported as missed, the student will automatically be de-enrolled.

### COURSE GRADING CRITERIA

#### APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Eclass Quizzes (14 x 10 pts) no points if submitted late	140
Final Exam	100
Design Project	100
Design Project Presentation	25
Computer Floor Plan for Design Project	50
Classroom Activities	<u>185</u>
	600 Total Points

#### INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

Lose Points:	
Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Missing equipment or materials (each class you are unprepared)	-10
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

#### Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## DESIGN PROJECT GUIDELINES

- Design an apartment or a house! Create a floor plan for two-bedrooms, decide on color schemes for each room, select furniture, built-ins and equipment, layout the furniture to allow easy traffic flow, and present all this in a visual presentation.
- Throughout the semester many visual presentation techniques will be presented and discussed. The format for your presentation is up to you! **It must include a computer-generated floor plan completed earlier in the semester.**
- The floor plan will have 2 bedrooms, 1 or 2 baths, kitchen, and any style of living and dining areas. This is important for the layout but for the selection of color, furniture and materials you may limit your efforts to four rooms (living, dining, master bedroom and second bedroom).

## COURSE OUTLINE

- |   |   |
|---|---|
| <p>I. Interior Space</p> <ul style="list-style-type: none"> <li>A. Architectural space</li> <li>B. Interior space</li> <li>C. Essential components of a building</li> <li>D. Orthographic drawings</li> </ul> <p>II. Interior Design</p> <ul style="list-style-type: none"> <li>A. Translate programmatic needs and requirements into 3-dimensional design decisions</li> </ul> <p>III. Design Vocabulary</p> <ul style="list-style-type: none"> <li>A. Elements of design</li> <li>B. Principles of design</li> <li>C. Developing Visual Skills</li> </ul> | <p>IV. Interior Building Elements</p> <p>V. Interior Environmental Systems</p> <ul style="list-style-type: none"> <li>A. Environmental control systems integration into the layout of interior spaces</li> </ul> <p>V. Lighting and Acoustics</p> <p>VI. Finish Materials</p> <p>VII. Furnishings</p> <p>VIII. Careers in Interior Design</p> |
|---|---|

## COURSE SCHEDULE

WEEK OF	LECTURE TOPIC	ASSIGNMENT
Aug 22	Introduction; Getting to Know Each Other Discussion of Materials Needed for Class Planning for People	
Aug 29	<b>Eclass Quiz Due before class begins</b> Interior Space	Ching: Chapter 1
Sep 5	<b>Eclass Quiz Due before class begins</b> Interior Space cont. Orthographic Drawings	Ching: Chapter 1 Mitton: Chapter 1
Sep 12	<b>Eclass Quiz Due before class begins</b> Interior Design	Ching: Chapter 2
Sep 19	<b>Eclass Quiz Due before class begins</b>	Ching: Chapter 2



WEEK OF	LECTURE TOPIC	ASSIGNMENT
	Interior Design cont. Design Process and Related Graphics	Mitton: Chapter 2
Sep 26	<b>Eclass Quiz Due before class begins</b> Design Vocabulary	Ching: Chapter 3
Oct 3	<b>Eclass Quiz Due before class begins</b> Design Vocabulary cont. Paraline and Perspective Drawings Drawing and Sketching Interior Environments	Ching: Chapter 3 Mitton: Chapters 3 & 4
Oct 10	<b>Eclass Quiz Due before class begins</b> Design Vocabulary cont.	Ching: Chapter 3
Oct 17	<b>Eclass Quiz Due before class begins</b> Rendering	Ching: Chapter 3 Mitton: Chapter 5
Oct 24	<b>Eclass Quiz Due before class begins</b> Interior Building Elements	Ching: Chapter 4
Oct 31	<b>Eclass Quiz Due before class begins</b> Interior Building Elements cont. Scale Models	Ching: Chapter 4 Mitton: Chapter 6
Nov 7	<b>Eclass Quiz Due before class begins</b> Interior Environmental Systems	Ching: Chapter 5
Nov 14	<b>Eclass Quiz Due before class begins</b> Lighting and Acoustics	Ching: Chapter 6
Nov 21	<b>Eclass Quiz Due before class begins</b> Finish Materials Presenting Materials and Finishes	Ching: Chapter 7 Mitton: Chapter 7
Nov 28	<b>Eclass Quiz Due before class begins</b> Furnishings	Ching: Chapter 8
Dec 5	<b>Design Project Presentations and Visuals Due</b> Careers in Interior Design Assignment and Discussion	
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
Dec 12	<b>TUESDAY</b>	<b>1:00-3:00 pm</b>

**Department of Family and Consumer Sciences**  
*Child and Adolescent Development - FCS 120*  
Fall 2006

**INSTRUCTOR:** Sandra B. Foster, M.S., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans 102 849-2228

**COURSE TIME:** 8:30 – 9:35 a.m. Monday, Wednesday

**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

The study of the physical, social, emotional, and cognitive growth and development of the child, from prenatal months to adolescent years. Classroom lecture and course readings are supplemented by laboratory experience in the Early Childhood Center or other suitable centers designed for children and appropriate projects.

**COURSE OBJECTIVES:**

The student will:

1. Assess factors which influence emotional development in infants and young children through adolescence.
2. Analyze factors which promote cognitive development in infants and young children through adolescence.
3. Identify stages of cognitive development, social-emotional development, physical development, and language development, from infancy through the middle years into adolescence.
4. Identify hereditary, cultural, and environmental factors which promote, or hinder growth and development of infants, young children and adolescence.
5. Analyze various influences on prenatal growth and development.
6. Analyze factors involved in adequate prenatal, postnatal, and infant care.
7. Develop some judgment in the selection of materials, artistic and recreational activities, and play equipment according to the child's age, interest, and development stage.
8. Develop an understanding of children's behavior as a basis for appropriate decision-making.
9. To develop an awareness of current research that could impact the growth and development of children.

**REQUIRED TEXT:**

Kail, Robert V. Children and Their Development. 4th ed.

**POLICIES AND PROCEDURES:**

To receive credit for this course you must:

1. Complete four or five unit exams
2. One final exam-comprehensive
3. Complete 3 class projects - as assigned (credit or no credit grade) 20 points each.
4. Participate in a study group (5 points for each assigned group).
5. Field experience in Child Development Center (approved center) for 2 hours a week for 15 weeks.

(Total of 300 points). At the end of 30 hours of work experience, the expected outcome would be that the student has learned: language skills in communicating with young children; new techniques in teaching young children; some new techniques in handling and directing children's behavior; to be more confident in working with children; and to identify developmental differences among young children. A current TB test must be on file in the child center.

6. A journal should be kept of your work experience (15 entries). After each time briefly describe your experience and what you learned. (Note any examples of theories discussed in class plus any progress made toward expected outcomes.)
7. As stated in the catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (this is equivalent to one and one-half weeks of a 16-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (three weeks of a semester-long course) is reported as missed, the student will automatically be de-enrolled.
8. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* statement for full details.

### ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

### EXAMINATIONS

**Unit Exams:** each will contain 75-80 objective questions mostly multiple choice. The test items will be from the text material, lectures and videos.

**Final:** the final will be in two parts: (1) 80 objective questions, and (2) 2 essay questions. The essay questions will be drawn *at random* from a list of 10 such questions that you will receive several weeks into the course, so you will know the questions in advance.

#### For the exam itself you have several options:

1. You can study the 10 questions and come to the final prepared to write the answers during the exam itself.
2. You can prepare all the answers ahead in writing, bring all 10 answers with you to the final and turn in whichever two happen to be chosen
3. You can do some combination of the two, writing some out ahead of time and coming prepared to write out others during the exam period
4. If you write out your answer ahead of time you are limited to 600 words per answer—the equivalent of 2 double-spaced typewritten pages. I will stop reading when I get to the end of the second page, so you can only lose by being too wordy.

Ten percent of grade will be deducted for late work. Late work will not be accepted or make up tests will not be considered one week after due date.

## COURSE OUTLINE:

- Test I Exam date \_\_\_\_\_  
Chapter 1-3
- Test II Exam date \_\_\_\_\_  
Chapters 4-6
- Test III Exam date \_\_\_\_\_  
Chapters 7, 8, 9, 10
- Test IV Exam date \_\_\_\_\_  
Chapters 11, 12, 13
- Test V Exam date \_\_\_\_\_  
Chapters 14, 15

**FINAL EXAM, Friday, December 15 8:00-10:00 a.m.**

### Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	≤ 59

## REPORT/PROJECT GUIDELINES:

### Projects

1. Projects will be assigned to go with each chapter
2. Each project report should follow the same general format, similar to the standard organization of a research report you might see in a journal
  - a. Introduction
    - (1) What is the question you are trying to answer?
    - (2) What might you expect to find?
  - b. Method
    - (1) What did you actually do?
  - c. Results
    - (1) What did you find?
    - (2) If quantitative data have been collected, you need to present them in some comprehensible form.

d. Discussion

- (1) Did your results conform to what you expected, based on the text or lecture?
- (2) If not, what might explain the variation?
- (3) What did you learn from this experience?
- (4) How would you do it differently next time?

**Current Research Guidelines**

1. Title
2. Brief description of study
3. Conclusions of study
4. Possible implications for children and families

**COURSE OVERVIEW:**

WEEK	LECTURE TOPIC	ASSIGNMENT
1 - 3	Chapter 1 - 3	
4 - 7	Chapters 4 - 6	
8 - 11	Chapters 7 - 10	
12 - 14	Chapters 11 - 13	
15 - 16	Chapters 14 - 15	
17	Final	

**COURSE OUTLINE:** (Kail)

Science of Child Development

- A. Terminology
- B. Themes in Child Development
- C. Theories in Child Development
  1. Biological Perspective
  2. Psychodynamic Perspective
  3. Learning Perspective
  4. Contextual Perspective
- D. Developmental Research

II. Genetic Bases of Child Development

- A. Basics of Heredity
- B. Genetic Disorders

III. Prenatal Development, Birth, and the Newborn

- A. Conception
  1. Period of Zygote
  2. Period of Embryo
  3. Period of Fetus
- B. Influences of Prenatal Development
  1. General Risks
  2. Teratogens
- C. Labor and Delivery
- D. Assessing Newborn

- IV. Physical and Motor Development
  - A. Features of Human Growth
  - B. Problems of Physical Growth
  - C. Developing Brain
  - D. Motor Development
  
- V. Sensory and Perceptual Development
  - A. Approaches to Perceptual Development
    - 1. Empirical Approach
    - 2. Cognitive Approach
  - B. Basic Sensory and Perceptual Processes
    - 1. Basic Senses
    - 2. Integrating Sensory Information
  - C. Complex Perceptual Processes
    - 1. Perceiving Objects
    - 2. Attention
  
- VI. Piaget's Theory of Cognitive Development
  - A. General Principles of Piaget's Theory
  - B. Four Stages
    - 1. Sensorimotor
    - 2. Preoperational
    - 3. Concrete Operational
    - 4. Formal Operational
  - C. Evaluating Piaget's Theory
    - 1. Neo-Piagetian Approaches
    - 2. Vygotsky's Theory
  
- VII. Information Processing
  - A. Basic Features
  - B. Memory
    - 1. Strategies
    - 2. Knowledge and Memory
  - C. Academic Skills
  
- VIII. Intelligence and Individual Differences in Cognition
  - A. What is Intelligence?
    - 1. Psychometric Theories
    - 2. Gardner
    - 3. Steinberg
  - B. Measuring Intelligence
  - C. Special Needs Children
  
- IX. Language and Communication
  - A. Elements of Language
  - B. Learning the Meanings of Words
    - 1. Words as Symbols
    - 2. Styles of Learning

- C. Speaking in Sentences
  - 1. Two-Word Speech to Complex Sentences
  - 2. Acquiring Grammar

Emotional Development

- A. Basic and Complex Emotions
- B. Regulating Emotions
- C. Temperament
  - 1. Heredity Contributions
  - 2. Environmental
  - 3. Stability
- D. Attachment

XI. Understanding Self and Others

- A. Self Concept
  - 1. Self-Recognition
  - 2. Evolving Self-Concept
  - 3. Search for Identity
- B. Self-Esteem
  - 1. Change and Stability in Self-Esteem
  - 2. Sources of Self-Esteem
  - 3. Low Self-Esteem
- C. Understanding Others

XII. Moral Understanding and Behavior

- A. Self-Control
- B. Piaget's View
- C. Kohlberg's Theory
- D. Prosocial Behavior
- E. Aggression

XIII. Gender and Development

- A. Gender and Stereotypes
- B. Differences Related to Gender
  - 1. Physical Development
  - 2. Intellectual Abilities
  - 3. Personality
  - 4. Social Behavior
- C. Gender Identity
  - 1. Socializing Influences
  - 2. Cognitive Theories
  - 3. Biological Influences
- D. Gender Roles in Transition

XIV. Family Relationships

- A. Family Systems
- B. Parenting
- C. Sibling Relationships
- D. Impact of Divorce

E. Consequences of Maltreatment

XV. Influences Beyond the Family

A. Peers

1. Friendships
2. Popularity and Rejection

B. Electronic Media

C. Institutional Influences



**Department of Family and Consumer Sciences**

*Fashion Industry - FCS 130*

*Fall 2006*

<b>INSTRUCTOR</b>	Nancy K. Murray, Ph.D., nmurray@pointloma.edu
<b>COURSE TIME</b>	11:00-11:50am on Tuesday & Thursday
<b>COURSE LOCATION</b>	Evans 121
<b>OFFICE LOCATION/HOURS</b>	Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except when a faculty meeting); Thu 10:00-11:00am; and by appointment

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**COURSE DESCRIPTION**

Overview of the fashion industry worldwide, and services that comprise the business of fashion. Terminology, designers, trade organization and publications will be emphasized.

**COURSE OBJECTIVES**

1. Understand the nature of fashion and its relationship to the consumer.
2. Study the history and development of the fashion industry.
3. Develop an understanding of apparel trends as well as trends in the industry.
4. Understand the purpose of foreign and domestic markets.
5. Develop an understanding of primary and secondary fashion markets.
6. Study retail sales and merchandising.
7. Become familiar with career opportunities in the fashion industry.
8. Learn and use fashion industry terminology correctly.
9. Utilize technology effectively to create presentations for this class.

**REQUIRED TEXT**

- *Fashion: From Concept to Consumer 8<sup>th</sup> edition* by Frings, Gini Stephens.

**REQUIRED EQUIPMENT**

- **PRS – Transmitter**—purchase at the bookstore—if you taking other courses that require the transmitter, you can use the same one for multiple courses for multiple semesters.

**REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.pointloma.edu>
- Computer-generated color visuals for projects done in the landscape orientation for display via computer. **PDF format required.** Will be posted on Eclass for all students after submitted.
- PrimoPDF free program to convert any computer-generated product into a pdf readable file on any computer is available at <http://www.primopdf.com/>

**LOGIN INSTRUCTIONS FOR ECLASS**

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- On the Welcome to Eclass Entry page press “Login”
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Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
4. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
5. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, and don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## FCS 130 SPECIFIC POLICIES AND PROCEDURES

1. **Classroom Presentations are required of all students even if the project was a team effort.** You and your project must be in class on the due date to earn the in-class presentation points for any project. **Each student** must get up and display your visual(s) and make a brief 2 minute presentation that is concise and coherent. Time is short; be organized and use it to your benefit.
2. **Computer-generated assignments** are to be submitted via email or eclass before class begins on the day the item is due.
3. Evaluation is based 50% on the content and written portion of each project and 50% on the visual(s) and class presentation.

## ACADEMIC ACCOMMODATIONS

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

## PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any

cause, exceeds ten percent of classes (three classes of this 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (three weeks of a semester long course) is reported as missed, the student will automatically be de-enrolled.

## COURSE GRADING CRITERIA

### APPROPRIATE BEHAVIORS HAVE BENEFITS

#### Earn Points:

	<u>POINTS</u>
Eclass quizzes (12 x 10 pts @)	120
Eclass exams (2 x 30 pts @)	60
Final Exam	100
Individual projects (3 x 50 pts @)	150
Group Project—Garment Design Line	100
Classroom Activities (approx 5 pts @)	<u>70</u>
	600 Total Points

### INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

#### Lose Points:

Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Missing equipment or materials (each class you are unprepared)	-10
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

#### Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

## PROJECT GUIDELINES

### 1. Historic Designer — no repeats!

50 pts

Design a presentation visual about your historic designer that includes a photo of the designer, the designer's name and country, a little background on the designer's career and photos and sketches of the designer's work in a collage. Be creative! **EXAMPLES MUST BE OF YOUR DESIGNER'S WORK NOT OF THE DESIGN HOUSE BEFORE OR AFTER THEY WORKED THERE. Visual must be computer-generated and presented via computer in class on the due date. Visual must be in pdf format and turned in to professor via email or eclass. With permission it may be submitted via CD.**

### 2. Current Designer — no repeats!

50 pts

Design a presentation visual about your current designer that includes a photo of the designer, the designer's name and country, a little background on the designer's career and photos and sketches of the designer's work in a collage. Be creative! **EXAMPLES MUST BE OF YOUR DESIGNER'S WORK NOT OF THE DESIGN HOUSE BEFORE THEY WORKED THERE. Visual must be computer-generated**

and presented via computer in class on the due date. Visual must be in pdf format and turned in to professor via email or eclass. With permission it may be submitted via CD.

**3. Garment Design Line—GROUP PROJECT**

**100 pts**

Design and Merchandise a Group within a Collection. Create a company, target market, and design style. Design a 12 item group based on 4 “bodies”. Sketch fashion designs to illustrate your group. Develop a merchandising strategy for market week. Construct a design board or PowerPoint presentation to sell your group to potential store buyers (the class). A copy of any PowerPoint presentation must be submitted and pictures of any design boards will be taken. **Any computer-generated visuals must be submitted in pdf format and turned in to professor via email or eclass. With permission it may be submitted via CD.**

**4. Comparison Shopping—no repeats!**

**50 pts**

Select one category of product such as swimsuits, jeans, purses, etc. Visit two stores that sell the category of product selected at the same price point to the same demographic/psychographic customer. Compare and contrast the products sold and the way the stores present the product. The purpose of this project is to see how different stores merchandise similar products and to share that information with the rest of the class. Create a visual appropriate to the subject. Design a computer-generated visual or create a poster. Utilize brochures, shopping bags, logo, hang tags, website information, etc. **Any computer-generated visuals must be submitted in pdf format and turned in to professor via email or eclass. With permission it may be submitted via CD.**

**COURSE OUTLINE**

- |        |  |        |                                   |
|--------|--|--------|-----------------------------------|
| Unit 1 | The Fundamentals of Fashion                            |        | Marketing                         |
|        | A. Fashion Development                                 | Unit 3 | The Manufacturing of Fashion      |
|        | B. Influences on Fashion Marketing and Consumer Demand |        | A. International Fashion Centers  |
|        | C. Fashion Change and Consumer Acceptance              |        | B. Product and Design Development |
|        | D. Fashion Resources                                   |        | C. Apparel Production             |
| Unit 2 | The Raw Materials of Fashion                           | Unit 4 | Fashion Retailing                 |
|        | A. Textile Fiber and Fabric Production                 |        | A. Retailing                      |
|        | B. Textile Product Development and                     |        | B. Retail Fashion Merchandising   |
|        |  |        | C. Retail Fashion Marketing       |

**COURSE SCHEDULE**

WEEK OF	LECTURE TOPIC	ASSIGNMENT
Aug 22	Introduction, Defining Fashion	
Aug 24	<b>Eclass Quiz Due before class begins</b> Fashion Development, 17 <sup>th</sup> & 18 <sup>th</sup> centuries	Chapter 1
Aug 29	Fashion Development, 20 <sup>th</sup> century	Chapter 1
Aug 31	<b>Eclass Quiz Due before class begins</b> Fashion Development, 20 <sup>th</sup> century	Chapter 1
Sept 5	How to Create a PowerPoint Poster	
Sept 7	<b>Eclass Quiz Due before class begins</b>	

WEEK OF	LECTURE TOPIC	ASSIGNMENT
	Consumer Demand	Chapter 2
Sept 12	<b>Historic Designer Project Due and Presented in Class</b>	
Sept 14	<b>Eclass Quiz Due before class begins</b> Fashion Change & Consumer Acceptance	Chapter 3
Sept 19	Fashion Research & Analysis	Chapter 4
Sept 21	<b>Eclass EXAM Due before class begins</b> Fashion Research & Analysis cont.	Chapter 4
Sep 26	Textiles: Fibers and Fabrics	Chapter 5
Sep 28	<b>Eclass Quiz Due before class begins</b> Textiles: Product Development	Chapter 6
Oct 3	International Fashion Centers	Chapter 8
Oct 5	<b>Eclass Quiz Due before class begins</b> International Fashion Centers cont.	Chapter 8
Oct 10	<b>Current Designer Poster Due and Presented in Class</b>	
Oct 12	<b>Eclass Quiz Due before class begins</b> Product & Design Development	Chapter 9
Oct 17	Product & Design Development cont.	Chapter 9
Oct 19	<b>Eclass Quiz Due before class begins</b> Apparel Production & Global Sourcing	Chapter 10
Oct 24	Apparel Production & Global Sourcing cont. Wholesale Markets	Chapter 10
Oct 26	<b>Eclass Quiz Due before class begins</b> Wholesale Marketing & Distribution	Chapter 12
Oct 31	Wholesale Marketing & Distribution cont.	Chapter 12
Nov 2	<b>Eclass EXAM Due before class begins</b> Wholesale Marketing & Distribution cont.	Chapter 12
Nov 7	<b>Garment Design Line Due and Presented in Class</b>	
Nov 9	<b>Eclass Quiz Due before class begins</b> Retailers	Chapter 13
Nov 14	Retailers cont.	Chapter 13
Nov 16	<b>Eclass Quiz Due before class begins</b> Retail Fashion Merchandising	Chapter 14

WEEK OF	LECTURE TOPIC	ASSIGNMENT
Nov 21	Retail Fashion Merchandising cont.	Chapter 14
Nov 23	<b>Thanksgiving Break – No Class</b>	
Nov 28	Retail Fashion Promotion	Chapter 15
Nov 30	<b>Eclass Quiz Due before class begins</b> Retail Fashion Promotion cont.	Chapter 15
Dec 5	<b>Comparison Shopping Due and Presented in Class</b>	
Dec 7	<b>Eclass Quiz Due before class begins</b> Fashion Career Investigation & Discussion Finish Up	Appendix: Career Guidelines
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
Dec 12	<b>TUESDAY</b>	10:30 – 12:30

**Department of Family and Consumer Sciences**  
*History of Costume – FCS 140 (2)*  
*Spring 2006*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 11:00 am - 11:50 am, Monday and Wednesday

**COURSE LOCATION:** Evans 121

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am & noon-1:00pm; Wed 10:30-11:00am & 1:30-4:30pm; Thu 10:00-11:00am and noon-1:00pm; and by appointment

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**COURSE DESCRIPTION**

Costume from ancient civilization to the present including social, political, and economic forces that influenced development. Application of design principles in costume selection and design is emphasized.

**COURSE OBJECTIVES**

1. To recognize clothing typical of the Western World from about 10,000 BC to the present.
2. To discover how clothing, cosmetics, and hairstyles are the result of interaction between the social organization, current events, technology and the arts.
3. To understand the fashion adoption process.
4. To enrich personal life with an informed understanding of the arts.
5. To act as inspiration for student creative work.

**REQUIRED TEXT**

*Costume History & Style* by Douglas A. Russell. 1983

**REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.ptloma.edu>
- Computer-generated color visuals for projects done in the landscape orientation for display via computer. **PDF format required.** Will be posted on Eclass for all students after submitted.
- PrimoPDF free program to convert any computer-generated product into a pdf readable file on any computer is available at <http://www.primopdf.com/>

**GENERAL POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.

4. Quizzes are 10 questions and are given via Eclass. No makeup quizzes are given; each student is responsible for submitting it via email before class begins each week.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, and don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

### FCS 140 SPECIFIC POLICIES AND PROCEDURES

**Classroom Presentations are required of all students.** You and your project must be in class on the due date to earn the in-class presentation points for any project. **Each student** must get up and display visual(s) and make a brief 2 minute presentation that is concise and coherent. Time is short; be organized and use it to your advantage.

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (three classes of this 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (six classes of a semester long course) is reported as missed, the student will automatically be de-enrolled.

### COURSE GRADING CRITERIA

Eclass quizzes (14 x 10 pts @)	140
Eclass exams (2 x 30 pts @)	60
Final Exam	100
2 Projects (2 x 100 pts @)	200
Classroom Activities, Homework, Videos, etc. (approx 5 pts @)	<u>100</u>
	600 Total Points



## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

## PROJECT GUIDELINES

All projects will be shared with the class on the date they are due. You and your presentation must be in class on the due date to earn the in-class presentation points for this project.

### Trace the Design Influence Projects

Project 1 use clothing dated before 1485AD (Chapter 10 or earlier)

Project 2 use clothing dated between 1485AD - 1890AD (Chapter 11 - 21)

### Instructions for projects:

- Using a picture of an outfit currently available for sale in the USA in the past 12 months, trace the historical design influence. **NO BRIDAL OR EVENING WEAR IS ALLOWED.**
  - Clearly identify where this picture came from with a complete bibliographical citing.
- Identify at least two design features in the outfit—silhouette, neckline, sleeves, waistline, pockets, gathers, etc.
  - Using one or more copies of the picture, highlight and identify the design features selected.
- Examine the “look” of each of these design features.
- For each design feature find a garment from the past (assigned time period) that has a very similar part or better yet exactly the same design feature. Demonstrate this through the pictures and brief description and labeling.
- It doesn't have to be a total garment or outfit just that part or design feature!
- Identify where each of the pictures came from with a full bibliographical citing.
- How is the more recent fashion different and yet the same from the earlier design inspiration?
  - Consider styling, fabric, trim, color, etc.
  - Mention at least two ways it is the same and two ways it is different from the historic garment for each design feature highlighted.
- Use one modern garment picture. Use one or more historic garment pictures or drawings.
- Create a PowerPoint poster or presentation to show the class.

**Your projects should be noticeably different from other students.**

## COURSE OUTLINE

- The Ancient World
  - Prehistoric
  - Ancient Egypt
  - Mesopotamia
  - Ancient Greece
  - Ancient Rome
- The Middle Ages
  - Early Christian & Romanesque
  - Barbaric, Carolingian, and Romanesque
  - Early and High Gothic
  - Middle Gothic
  - Late Gothic and Early Italian Renaissance
- The Renaissance
  - High Renaissance
  - Early Mannerist Renaissance
  - Elizabethan-Jacobean (Late Mannerist Renaissance)
- Baroque and Rococo
  - Early Baroque (Cavalier)
  - Late Baroque (Restoration)

- C. Rococo
- V. The Birth of the Modern World
  - A. Neoclassicism and Revolution
  - B. Directoire and Empire
  - C. Romantic
  - D. Victorian and Second Empire
  - E. Later Victorian: The Gilded Age
  - F. Late Victorian and Edwardian: Art Nouveau

- VI. The Contemporary World
  - A. World War I and the Twenties: Early Art Deco
  - B. The Thirties and World War II: Late Art Deco
  - C. The Cold War
  - D. Contemporary
  - E. The Present

**COURSE SCHEDULE**

**Monday and Wednesday**

DATE	LECTURE TOPIC	ASSIGNMENT
Jan 9	Introduction, Prehistoric	Introduction pp. xi-xiv; Chapter 1
Jan 11	<b>Eclass Quiz Due before class begins</b> Ancient Egypt and Mesopotamia	Chapters 2 & 3
Jan 16	<b>Martin Luther King Jr. Day – No Class</b>	
Jan 18	<b>Eclass Quiz Due before class begins</b> Discussion of project example Ancient Greece	Chapter 4
Jan 23	Ancient Rome	Chapter 5
Jan 25	<b>Eclass Quiz Due before class begins</b> Early Christian & Byzantine	Chapter 6
Jan 30	Barbaric, Carolingian, and Romanesque	Chapter 7
Feb 1	<b>Eclass EXAM Due before class begins</b> Early and High Gothic	Chapter 8
Feb 6	Middle Gothic	Chapter 9
Feb 8	<b>Eclass Quiz Due before class begins</b> Late Gothic and Early Italian Renaissance	Chapter 10
Feb 13	<b>PROJECT ONE DUE</b>	
Feb 15	<b>Eclass Quiz Due before class begins</b> High Renaissance	Chapter 11
Feb 20	<b>President's Day—No Class</b>	
Feb 22	<b>Eclass Quiz Due before class begins</b> Early Mannerist Renaissance	Chapter 12

DATE	LECTURE TOPIC	ASSIGNMENT
Feb 27	Early Mannerist Renaissance continued	Chapter 12
Mar 1	<b>Eclass Quiz Due before class begins</b> Late Mannerist Renaissance	Chapter 13
Mar 6	<b>Spring Break—No Class</b>	
Mar 8	<b>Spring Break—No Class</b>	
Mar 13	Early Baroque	Chapter 14
Mar 15	<b>Eclass Quiz Due before class begins</b> Late Baroque	Chapter 15
Mar 20	<b>PROJECT 2 DUE</b>	
Mar 22	<b>Eclass Quiz Due before class begins</b> Rococo	Chapter 16
Mar 27	Rococo and Neoclassicism	Chapters 16-17
Mar 29	<b>Eclass EXAM Due before class begins</b> Directoire & Empire	Chapter 18
Apr 3	Romantic	Chapter 19
Apr 5	<b>Eclass Quiz Due before class begins</b> Romantic and Victorian and Second Empire	Chapters 19-20
Apr 10	Victorian and Second Empire	Chapter 20
Apr 12	<b>Eclass Quiz Due before class begins</b> Later Victorian	Chapter 21
Apr 17	<b>Easter Recess – No Class</b>	
Apr 19	<b>Eclass Quiz Due before class begins</b> Late Victorian and Edwardian	Chapter 22
Apr 24	World War I and The Twenties	Chapter 23
Apr 26	<b>Eclass Quiz Due before class begins</b> The Thirties and World War II	Chapter 24
May 1	The Cold War	Chapter 25
May 3	<b>Eclass Quiz Due before class begins</b> Contemporary	Chapter 26
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 12	Friday	10:30 – 12:30 pm

**Department of Family and Consumer Sciences**  
*Human Development - FCS 150*  
*Spring 2007*

**INSTRUCTOR:** Sandy Foster, M.S., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans Hall 102, 849-2228 sfoster@pointloma.edu  
Immediately following class or times listed on office door

**COURSE TIME:** 12:15 – 1:30 Tuesday/Thursday

**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

The study of the physical, social, emotional and cognitive development of the male and female in chronological sequence through the life span. Selected topics that contribute to developmental issues are addressed in each age period. Classroom lecture and course readings are supplemented by laboratory experience and observation.

**COURSE OBJECTIVES:**

1. Identify stages of physical, social-emotional and cognitive development through the life-span with recognition of diversity in individual life paths.
2. Analyze and describe the affects of environment and cultural values on the development of an individual.
3. Analyze and describe the role heredity plays in the development and growth of an individual.
4. Define family system and describe the affects of each stage of human development, including direct and indirect influences on family functioning.
5. Explain the dynamic role of peer interaction through the life-span.
6. Examine social, psychological and cultural factors that affect the development of a sense of self, gender identification, and gender roles.
7. Discuss the multiple origins of child maltreatment and the consequences for children's development.
8. Identify and discuss the impact of political and economic conditions, gender stereotypes, and other concerns and problems associated with various stages throughout the life-span (as indicated in class outline).

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD)**

1. Document appropriately a variety of activities. (11)
2. Psychology (3b)

**REQUIRED TEXT:**

Development Through the Lifespan; Laura E. Berk, 4th ed...  
Observation forms

**POLICIES AND PROCEDURES:**

1. Field experience in Early Childhood Center: Total of 15 hours. A current TB test must be on file in the Early Childhood Learning Center by the end of the third week.

2. Make-up Exams are given only in a dire emergency, i.e., severe illness or family emergencies.
3. Late assignments will have 10% of the total possible points deducted.
4. No assignment will be accepted if more then **one** week late.
5. Attendance is required. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
6. If academic honesty is compromised, a failure is given in the assignment or in the course. See the *Catalog* statement for full details.
7. Five Unit Exams:

**Five Unit Exams:**

Part I & II Exam	Chapters 1-3
Part III & IV Exam	Chapters 4-8
Part V & VI Exam	Chapters 9-12
Part VII & VIII Exam	Chapters 13-16
Part IX & X Exam	Chapters 17-19
Final Exam	Comprehensive

**Dates:**

_____
_____
_____
_____
_____

**ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the Instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNYU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**COURSE GRADING CRITERIA:**

Grading:

POINTS

1. Field Experience in Early Childhood Center	(1 hour per week for 15 weeks)	
Outcome Assessment – A summary of your work experience and observations are due at completion of hours	.....	150
2. Late Adulthood Project.....		60
Oral Presentation to group.....		5
Article Summary.....		10
Interview Questions.....		5
Summary of Interview.....		20
Time (3 hours).....		20
3. 4 Observation Forms (available in bookstore).....		80
4. Complete Assigned Study Sessions (approx. 4 @5 pts ea) .....		20

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	≤ 59

Late Adulthood Project: (60 years or older)

1. Select a topic dealing with late adulthood. (Review chapters 17-18 in the text)
2. Identify a family or person or persons to interview and spend 3 hours with them either visiting, helping, etc. Must be stated in the paper. (20 points).
3. Select and outline or summarize a three to five page article from a popular magazine (*Time, Newsweek, Psychology Today*) or a research journal relevant to your selected topic.
4. Develop ten interview questions (based on articles read) to be the focus of the investigation with the family or persons selected (include interview questions).
5. Interview the person, include family members if appropriate - having pictures and/or artifacts of family life makes the report more interesting.
6. Write a short summary report of your interview and time spent. Include a description of the ecological setting (urban/rural, housing, family health, and well being) roles and personalities of individual family members and the family's responses to the interview. Include insights gained in interacting with the person in late adulthood.
7. Be prepared to present a 5-minute summary.

**COURSE OVERVIEW:**

WEEK	LECTURE TOPIC	ASSIGNMENT
1 - 4	Part I & II Chapters 1-3	
5 - 7	Part III & IV Chapters 4-8	
8 - 10	Part V & VI Chapters 9-12	
11 - 14	Part VII & VIII Chapters 13-16	
15 - 17	Part IX & X Chapters 17-19	
17	Final Exam	

**COMPREHENSIVE FINAL EXAMINATION**

**COURSE OUTLINE:**

Unit 1 - Foundation of Development

- I. History, Theory, and Research Strategies
  - A. Human Development - Interdisciplinary, Scientific and Applied Field
  - B. Basic Themes, Issues and Terms
  - C. Lifespan Perspective and Development
  - D. Historical Foundations
  - E. Overview of Theories
    1. Psychoanalytic Perspective
    2. Behaviorism and Social Learning
    3. Piaget's Cognitive
    4. Developmental Theory
    5. Information Processing
    6. Ethological
    7. Ecological
    8. Cross Cultural Research/Uygotsky's Sociocultural Theory
  - F. Research Methods
- II. Biological and Environmental Foundations
  - A. Genetic Foundations
  - B. Chromosomal Abnormalities
  - C. Environmental Context for Development

- III. Prenatal Development, Birth and the Newborn Baby
  - A. Prenatal Development
  - B. Environmental Influences
  - C. Childbirth
  - D. The Newborn Baby

Unit 2 - Infancy, Toddlers and Early Childhood

- IV. Physical Development - Infancy and Toddlerhood
  - A. Body Growth
  - B. Brain Development
  - C. Motor Development
  - D. Influences on Early Physical Growth
  - E. Perceptual Development
- V. Cognitive Development in Infancy and Toddlerhood
  - A. Piaget's Cognitive Development Theory - Sensorimotor Stage
  - B. Information Processing
  - C. Individual Differences and Social Context
  - D. Language Development
- VI. Emotional and Social Development in Infancy and Toddlerhood
  - A. Theories of Personality
    - 1. Erikson - Basic Trust; Sense of Autonomy
    - 2. Mahler
  - B. Emotional Development
  - C. Temperament
  - D. Attachment
    - 1. Development and Contributing Factors
      - a. Mother's roles
      - b. Father's roles
    - 2. Cultural Variations
    - 3. Implications for Later Development
  - E. Development of Self
- VII. Physical and Cognitive Development in Early Childhood
  - A. Physical
    - 1. Body Growth
    - 2. Brain Development
    - 3. Motor Development
    - 4. Influences on Growth and Development
  - B. Cognitive Development
    - 1. Piaget's Theory: Preoperational Stage
    - 2. Vygotsky's Sociocultural Theory
    - 3. Information Processing
    - 4. Influences - i.e., Home Environment, Preschool, and Television
    - 5. Language Development
- VIII. Emotional and Social Development in Early Childhood
  - A. Erikson's Theory: Initiative vs. Guilt
  - B. Foundations of Self-concept
  - C. Emotional Development
  - D. Peer Relations
  - E. Foundations of Morality

- F. Gender Typing
  1. Beliefs and Behavior of Preschoolers
  2. Genetic and Environmental Influences
- G. Child-rearing Styles
- H. Child Maltreatment

### Unit 3 - Middle Childhood and Adolescence

- IX. Physical and Cognitive Development in Middle Childhood
  - A. Physical Development
    1. Body Growth - difference in males and females
    2. Common Health Problems
    3. Motor Development and Play
  - B. Cognitive Development
    1. Piaget's Theory: Concrete Operations
    2. Information Processing (Steinberg and Gardner)
  - C. Language Development
  - D. Schools and Children
    1. Role of Teacher-student interaction
    2. Children who learn differently
  
- X. Emotional and Social Development in Middle Childhood
  - A. Erikson's Theory: Industry vs. Inferiority
  - B. Changes in Self-concept
  - C. Emotional Development
  - D. Understanding Others
  - E. Moral Development
  - F. Peer Relations
  - G. Gender Typing
    1. stereotyped beliefs
    2. gender-role identity and behavior
    3. cultural influences on gender typing
  - H. Family Influences
    1. Parent-child Relations
    2. Divorce - Remarriage
    3. Maternal Employment
  - I. Common Problems
    1. Fears and Anxieties
    2. Child Sexual Abuse
  
- XI. Physical and Cognitive Development in Adolescence
  - A. Concepts of Adolescence
  - B. Puberty
    1. Physical Transition
      - a. men
      - b. women
    2. Psychological Impact
      - a. men
      - b. women
  - C. Health Issues
    1. Nutritional Needs
    2. Sexual Activity
    3. Substance Abuse
    4. Common Injuries



- D. Piaget's Theory: Formal Operations
- E. Consequences of Abstract Thought
- F. Sex differences in mental abilities
- G. Language Development
- H. School Transitions
- XII. Emotional and Social Development in Adolescence
  - A. Erikson's Theory: Identity vs. Diffusion
  - B. Changes in Self-concept and Identity
  - C. Moral Development
    - 1. Piaget's Theory
    - 2. Kohlberg's Theory
  - D. Gender Typing in Adolescence
    - 1. gender intensification
    - 2. androgynous gender-role
  - E. Family-Parent-Child Relations
  - F. Peer Relations
  - G. Problems
    - 1. Depression
    - 2. Suicide
    - 3. Delinquency

#### Unit 4 - Early Adulthood and Middle Adulthood

#### XIII. Physical and Cognitive Development in Early Adulthood

- A. Physical Development
  - 1. Life Expectancy and Lifespan
  - 2. Theories of Biological Aging
  - 3. Physical Changes of Aging
  - 4. Health and Fitness
    - a. nutrition and exercise effects on men and women
    - b. sexual attitudes and behaviors of men and women
- B. Cognitive Development
  - 1. Perry's Theory
  - 2. Schaie's Theory
  - 3. Labouvie-Vief's Theory
  - 4. Changes in Mental Abilities
- C. College Experience
- D. Vocational Choice
  - 1. Men's career preferences and paths
  - 2. Women's career preferences and paths

#### XIV. Emotional and Social Development in Early Adulthood

- A. Erikson's Theory: Intimacy vs. Isolation
- B. Other Theories: Levinson, Vaillant
- C. Close Relationships
  - 1. Role of love in intimacy
  - 2. Adult women's friendships
  - 3. Adult men's friendships
- D. Family Life Cycle
  - 1. Traditional marriages
  - 2. Egalitarian marriages
- E. Diversity of Adult Lifestyles

#### XV. Physical and Cognitive Development in Middle Adulthood

- A. Physical Development
    - 1. Physical Changes in Men and Women
    - 2. Health and Fitness
    - 3. Adapting to Changes in Midlife
    - 4. Gender and Aging
      - a. differences between men and women
      - b. double standard of aging
  - B. Cognitive Development
    - 1. Changes in Mental Abilities (Crystallized and Fluid Intelligence)
    - 2. Information Processing: Memory, Speed, Attention, Creativity
    - 3. Returning to College
- XVI. Emotional and Social Development in Middle Adulthood
- A. Erikson's Theory: Generativity vs. Stagnation
  - B. Other Psychosocial Theories
  - C. Changes in Self-concept and Personality Traits
    - 1. Possible selves
    - 2. Changes in gender-role identity
  - D. Relationships at Midlife
    - 1. Marriage/Divorce - feminization of poverty
    - 2. Changing Parent-Child Relationships
    - 3. Intergenerational concerns
    - 4. Friendships and differences between men and women
- Unit V - Late Adulthood: Death, Dying, and Bereavement
- XVII. Physical and Cognitive Development in Late Adulthood
- A. Physical Development
    - 1. Longevity
    - 2. Physical Changes
    - 3. Health, Fitness, and Disability - differences in men and women
  - B. Cognitive Development
    - 1. Memory
    - 2. Wisdom
    - 3. Changes in Cognition
- XVIII. Emotional and Social Development in Late Adulthood
- A. Erikson's Theory: Ego Integrity vs. Despair
  - B. Peck's Theory
  - C. Changes in Self-concept
    - 1. Strengthening of Self-concept
    - 2. Spirituality and Development of Faith
  - D. Individual Differences in Psychological Well-Being
    - 1. Men's and women's responses to increased dependency
    - 2. Men's and women's responses to social support and interaction
  - E. Social Theories of Aging
  - F. Relationships
    - 1. Widowhood
    - 2. Family Relations
    - 3. Elder Maltreatment
  - G. Retirement and Leisure
  - H. Successful Aging
- XIX. Death, Dying, and Bereavement
- A. Defining Death
  - B. Attitudes Toward Death
  - C. Individual Adaptations to Death
  - D. Hospice
  - E. Bereavement

**FCS 200 Level Course Syllabi**

**Department of Family & Consumer Sciences**  
*Introduction to Computer-Aided Design in Housing and Fashion – FCS 200*  
*Spring 2007*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@pointloma.edu

**COURSE TIME:** 1:30 – 3:10 pm on Mondays

**COURSE LOCATION:** Hughes Lab (accessed through Ryan Library)

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am;  
Wed 10:30-11:00am & 1:30-4:30pm (except 3<sup>rd</sup> Wed of month); Thu  
10:00-11:00am; and by appointment

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### **COURSE DESCRIPTION**

Practical skills essential to computer-aided design through lecture and hands-on training at computer terminals using AutoCAD software. Projects focus on interior space design applications for housing and fashion merchandising.

*Prerequisite: CSC 122 (2) Introduction to Computers.*

### **COURSE OBJECTIVES**

Develop a proficiency with AutoCAD LT 2006 software that allows the student to

1. Use the basic drawing and modify commands in a strategic manner.
2. Set up layers.
3. Define and insert blocks.
4. Generate elevation views.
5. Place hatch patterns and fills on building components.
6. Use text in a drawing.
7. Dimension the floor plan.
8. Set up a drawing for printing with layouts.
9. Make a print of a drawing.

### **REQUIRED TEXT**

*AutoCAD 2006 and AutoCAD LT 2006: No Experience Required* by David Frey

### **REQUIRED TECHNOLOGY USE**

- *AutoCAD LT 2006* available in Hughes Lab and in Evans 112
- PLNU Eclass accessible at <http://eclass.pointloma.edu>

### **POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site, and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are

4. **NO CELL PHONES or IPODS or similar electronics.** Turn them off and keep them off. They are inappropriate to the classroom.
5. All activities/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. No items will be accepted after the final exam.
6. No makeup exam given. Emergencies processed on an individual basis.
7. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
8. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

#### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

#### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

#### COURSE GRADING CRITERIA

##### APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Eclass Quizzes (14 x 10 pts @)	130
Classroom Activities	145
Final Project/Exam	<u>100</u>
Total Points	375

EXTRA CREDIT POINTS AVAILABLE

40

##### INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

Lose Points:

Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due

Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

COURSE OUTLINE

- I. Commands and Tools
  - A. Getting to Know AutoCAD
  - B. Basic Commands to Get Started
  - C. Setting Up a Drawing
- II. Using Commands Efficiently
  - A. Drawing Strategies: Part 1
  - B. Drawing Strategies: Part 2
- III. Major Features
  - A. Using Layers to Organize Your Drawing
- B. Grouping Objects into Blocks
- C. Generating Elevations
- D. Working with Hatches and Frills
- E. Controlling Text in a Drawing
- F. Dimensioning a Drawing
- G. Managing External References
- IV. Printing
  - A. Using Layouts to Set Up a Print
  - B. Printing an AutoCAD Drawing

SCHEDULE

DATE	LECTURE TOPIC	ASSIGNMENT
Aug 21	Getting to Know AutoCAD LT 2006 <i>Pretest</i>	Chapter 1 10 Activity Points
Jan 8	<b>Eclass Quiz Due before class begins</b> Getting to Know AutoCAD LT 2006 Basic Commands to Get Started <i>Chapter 2, Page 48 Printout</i> <i>More Practice, Page 49 Printout</i>	Chapter 1 & 2 10 Equiz Points 10 Activity Points
Jan 15	<b>Martin Luther King Jr. Day – No Class</b>	
Jan 22	<b>Eclass Quiz Due before class begins</b> Setting Up a Drawing START CHAPTER 4 TODAY <i>Chapter 3, Page 70, save as Cabin03-yourname</i> <i>Submit to Dr. Murray via email attachment</i> <i>All work now to be submitted to via email attachment</i>	Chapter 3 10 Equiz Points 5 Activity Points
Jan 29	<b>Eclass Quiz Due before class begins</b> Gaining Drawing Strategies: Part 1 <i>Chapter 4, Page 87, save as Cabin04a-yourname</i> <i>Chapter 4, Page 93, save as Cabin04b-yourname</i> <i>Chapter 4, Page 117, save as Cabin04c-yourname</i> <i>EXTRA CREDIT: Chapter 4, Page 119, make the cabin</i>	Chapter 4 10 Equiz Points 15 Activity Points 5 Extra Points Possible

DATE	LECTURE TOPIC	ASSIGNMENT
	<i>a garage, save as Cabin04c-addon-your name</i>	
Feb 5	<b>Eclass Quiz Due before class begins</b> Gaining Drawing Strategies: Part 2 <i>Chapter 5, Page 139, save as Cabin05a-yourname</i> <i>Chapter 5, Page 160, save as Cabin05b-yourname</i> <b>EXTRA CREDIT:</b> <i>Chapter 5, Page 162, make the cabin some furniture, save as Cabin05-furn-your name</i> <b>EXTRA CREDIT:</b> <i>Chapter 5, Page 152, create a parking lot, save as 5Parking-your name</i>	Chapter 5 10 Equiz Points 10 Activity Points 10 Extra Points Possible
Feb 12	<b>Eclass Quiz Due before class begins</b> Using Layers to Organize Your Drawing <i>Chapter 6, Page 195, save as Cabin06a-yourname</i> <i>Chapter 6, Page 209, save as Cabin06b-yourname</i>	Chapter 6 10 Equiz Points 10 Activity Points
Feb 19	<b>President's Day – No Class</b>	
Feb 26	<b>Eclass Quiz Due before class begins</b> Grouping Objects into Blocks <i>Chapter 7, Page 249, save as Cabin07a-yourname</i> <i>Chapter 7, Page 252, save as Cabin07b-yourname</i> <i>Chapter 7, Page 271, save as Cabin07-blockfixtures-yourname</i>	Chapter 7 10 Equiz Points 15 Activity Points
Mar 5	<b>Spring Break – No Class</b>	
Mar 12	<b>Eclass Quiz Due before class begins</b> Generating Elevations <i>Chapter 8, Page 292, save as Cabin08a-yourname</i> <i>Chapter 8, Page 293, save as Cabin08b-yourname</i> <i>Chapter 8, Page 304, save as Cabin08c-yourname</i>	Chapter 8 10 Equiz Points 15 Activity Points
Mar 19	<b>Eclass Quiz Due before class begins</b> Working with Hatches and Fills <i>Chapter 9, Page 326, save as Cabin09a-yourname</i> <i>Chapter 9, Page 376, save as Cabin09b-yourname</i> <i>Chapter 9, Page 334, save as Cabin09c-yourname</i> <i>Chapter 9, Page 334, save as Cabin09d-yourname</i>	Chapter 9 10 Equiz Points 20 Activity Points
Mar 26	<b>Eclass Quiz Due before class begins</b> Controlling Text in a Drawing <i>Chapter 10, Page 367, save as Cabin10a-yourname</i> <i>Chapter 10, Page 380, save as Cabin10b-yourname</i>	Chapter 10 10 Equiz Points 20 Activity Points

DATE	LECTURE TOPIC	ASSIGNMENT
	<i>Chapter 10, Page 389, save as Cabin10c-yourname</i> <i>Chapter 10, Page 394 &amp; 400, save as Cabin10c-Sheet2-yourname</i>	
Apr 2	<b>Eclass Quiz Due before class begins</b> Dimensioning a Drawing <i>Chapter 11, Page 434, save as Cabin11a-yourname</i> <i>Chapter 11, Page 450, save as Cabin11b-yourname</i> <i>EXTRA CREDIT: Chapter 11, Page 451, dimension the garage, Cabin04c-addon-your name and save as Cabin11b-addon-your name</i>	Chapter 11 10 Equiz Points 10 Activity Points 5 Extra Points Possible
Apr 9	<b>Easter Break – No Class</b>	
Apr 16	<b>Eclass Quiz Due before class begins</b> Managing External References <i>Chapter 12, Page 458, save as Cabin12a-yourname</i> <i>Chapter 12, Page 463, save as Site12a-yourname</i> <i>Chapter 12, Page 474 &amp; 479, save as Site12b-yourname</i> <i>Chapter 12, Page 487, save as Site12c-yourname</i>	Chapter 12 10 Equiz Points 15 Activity Points
Apr 23	<b>Eclass Quiz Due before class begins</b> Using Layouts to Set Up a Print <i>EXTRA CREDIT: Chapter 13, Page 539, save as Site13-yourname</i> <i>Work on Final Project/Exam</i>	Chapter 13 10 Equiz Points 10 Extra Points Possible
Apr 30	<b>Eclass Quiz Due before class begins</b> Printing an AutoCAD Drawing <i>EXTRA CREDIT:</i> <i>Chapter 14, Page 562, save as Cabin14a-yourname</i> <i>Chapter 14, Page 566, save as Cabin14b-yourname</i> <i>Chapter 14, Page 569, save as Site14a-yourname</i> <i>Work on Final Project/Exam</i>	Chapter 14 10 Equiz Points 10 Extra Points Possible
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 7	<b>MONDAY</b>	1:00-3:00 pm



**Department of Family and Consumer Sciences**  
*Problems in Family Housing - FCS 220*  
*Fall 2005*

**INSTRUCTOR:** Kay Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans 102 849-2270  
Immediately following class or times listed on office door

**COURSE TIME:** Tuesday and Thursday 12:30 – 1:20 p.m.

**COURSE LOCATION:** Evans Hall 121

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**COURSE DESCRIPTION:**

The study of the effects of various housing conditions on the dynamics of family life in the home. Emphasis is placed on consumer housing problems and political issues for low-income families, singles, elderly, homeless and disabled.

**COURSE OBJECTIVES:**

1. To understand the relationships of housing design to human behavior.
2. To examine housing needs as related to the life cycle, lifestyle, and value system of individuals and families.
3. To understand the social, multi-cultural, and psychological aspects of housing on individuals and families.
4. To analyze available housing alternatives within the United States.
5. To identify trends and issues in housing.
6. To identify family housing alternatives and issues throughout the world.
7. To examine the housing problems of the homeless, disabled, and low-income families.
8. To understand national, state, and local housing policies and political influences.
9. To identify state and local housing, building codes, zoning, and planning agencies.
10. To examine financial concerns of family housing.
11. To analyze housing design and construction as related to health and safety

**REQUIRED TEXT:**

- A collection of readings available at PLNU library reserve desk and handouts given in class.
- Reading Reference book

**ACADEMIC ACCOMMODATIONS:**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

**POLICIES AND PROCEDURES:**

1. No make up for exams will be allowed unless excused by the school nurse or physician.
2. Assignments must be turned in by 3:00 p.m. the day it is due; assignments, which are turned in late, will be deducted 50% each day late.

**COURSE GRADING CRITERIA:**

Grading:	Possible Total Points Assigned
Monthly Newspaper Reviews ... (5 reviews, 10 points each).....	50
Field Trips and Reports ... (2 field trips) .....	20
World Housing .....	40
Housing Issue Report .....	40
Community Housing Projects.....	40
Unit Exams - 1, 2, and 3,4.....	400
Total Points.....	590

**Grade Distribution:**

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	≤ 59

**REPORT/PROJECT GUIDELINES:**

**Newspaper Review:**

1. Read and write a monthly review of a newspaper article related to housing.
2. Monthly reviews are due the first Thursday of each month; August 25, September 1, October 6, November 3, and December 1.
3. Review must be one typed page; 11 pt. font size with 1-inch margins and the article must be included with review.
4. Articles will be discussed in class.
5. No late reviews will be accepted.
6. Ten points are possible for each report.

### Field Trip Evaluation:

1. Evaluation forms will be given before field trips.
2. Review and analysis of field trips will be due at the *beginning of the next* class meeting.
3. Ten points are possible for each report.

### World Housing and Housing Issue Reports:

#### World Housing

- Typical housing alternatives in a country
- Relationship of geographic and climate in region to housing
- Problems of housing commonly identified in country
- Solutions to housing problems
- Due date: September 13 or 15

#### Housing Issue

- Define housing problem
- Define the demographics involved
- Complication and controversy
- Solutions to housing problems
- Due date: December 1 or 6

### Requirements for both reports:

1. Paper must be typed, double-spaced, 12 pt. font, 1-inch margins and a maximum length of five (5) to eight (8) pages.
2. Paper must include: Title page, topic headings, footnotes, bibliography, illustrations and placed in a folder.
3. On the day the housing report is due a five (5) minute oral presentation will be given.
4. A fact sheet with the most important information concerning your topic must be distributed to each class member on the day of the oral presentation.
5. Five multiple choice and five true and false questions with answers must be included with report. These questions will be included on the last unit exam. Information for test questions must be included in oral presentation or fact sheet.
6. Forty points are possible for each report.

### Community Housing Project:

1. Topic selection and specific written and oral guidelines will be given separately in class.
2. Due date: December 8
3. Forty points are possible for the project.

### Unit Exams

Exams will include information from class discussion, lecture notes, readings, newspaper readings, class student presentations, and field trips. Exams review will be given the class session before the test. No makeup for exams will be allowed unless excused by the school nurse or physician.

COURSE OVERVIEW:

WEEK OF	DAY	UNIT	LECTURE TOPIC
1	Aug. 23 25	1	Perspectives in Housing
2	Aug. 30	1	Perspectives
3	Sept 6 8	1	Perspective in Housing
4	Sept. 13 15	1	World Housing Reports
5	Sept. 20 22	1	Unit One Exam Housing Alternatives
6	Sept. 27 29	2	Housing Alternatives
7	Oct. 4 6	2	Housing Alternatives
8	Oct. 11 13	2	Housing Alternatives Field Trips
9	Oct. 18 20	2	Unit Two Exam Housing Policies, Programs and Planning
10	Oct. 25 27	3	Housing Policies, Programs, and Planning
11	Nov. 1 3	3	Housing Policies, Programs, and Planning
12	Nov. 8 10	3	Housing Policies, Programs, and Planning
13	Nov. 15 17	3	Unit Three Exam Issues and Problems of Housing
14	Nov. 22	4	Issues and Problems of Housing
15	Nov. 29 Dec. 1	4	Issues and Problems of Housing Field Trip Issues and Problems of Housing
16	Dec. 6 8	4	Housing Issues Reports Community Housing Project
17	Dec.	4	Final Exam Week — Unit Four Exam

## COURSE OUTLINE:

### Unit 1:

#### Perspective in Housing

- a. World Housing
- b. Housing in the United States
- c. Demographics and trends in housing today
- d. Influences on Housing Alternatives
  1. Value system
  2. Lifestyle
  3. Life cycle
  4. Multi-cultural
  5. Societal
  6. Psychological
  7. Economic
  8. Environmental

### Unit 2

#### Housing Alternatives

- a. Single family houses
- b. Multi-family houses
- c. Recreational
- d. Retirement communities
- e. Residential homes
- f. Nursing homes
- g. Choosing a place to live

### Unit 3

#### Housing Policies, Programs, and Planning

- a. Legislation policies
- b. Agencies and Programs
- c. Codes and Controls
- d. Health and Safety guidelines
- e. Construction Considerations

### Unit 4

#### Issues and Problems of Housing

- a. Low income
- b. Homeless
- c. Disabled
- d. Energy Efficiency
- e. Rental and Purchase

**Department of Family and Consumer Sciences**  
*Fundamentals of Nutrition - FCS 225*  
*Spring 2007*

**Instructor:** Margaret Wing-Peterson, MS, RD

**Office location/Hours:** Evans Hall 133,  
Immediately following class or by appointment  
Phone: 619/849-2366; email: [mwpeters@pointloma.edu](mailto:mwpeters@pointloma.edu)

**Course Location and Time:** Section 1 – Evans 114, MWF 8:30-9:20 am  
Section 2 – Evans 114, MWF 1:30-2:20 pm

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**COURSE DESCRIPTION**

This course addresses basic nutrition principles and the scientific use of diet in health. Also discussed will be the application of nutritional requirements in light of special dietary needs in the human lifecycle and in disease states.

**COURSE OBJECTIVES**

By the end of the term, learners will be able to:

1. define "nutrition" and explain its role in disease prevention, health and well-being;
2. describe the different measures of nutritional requirements/dietary adequacy, e.g., DRIs, RDAs, Adequate Intakes, Tolerable Upper Intake Levels of nutrients, food planning guides;
3. describe how to assess the accuracy and validity of nutrition information sources and claims;
4. describe the process of human digestion, absorption and transport of nutrients;
5. identify determinants of energy balance and how imbalance can impact long-term health;
6. name the macronutrients and major micronutrients, describing basic functions and food sources of each;
7. discuss nutrition requirements of individuals and variation of needs, depending on lifecycle stage and activity level;
8. complete a dietary recall and perform an analysis of the food intake recorded;
9. describe how religion, as part of culture, influences food patterns and health beliefs of individuals; and
10. identify how the diet is modified in the treatment of at least two chronic health conditions.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD)**

1. Exercise philosophy (2a)
2. Nutrient metabolism (2h)
3. Health behaviors and educational needs of diverse populations (3c)
4. Calculate and interpret composition of foods (5p)
5. Influence of age, growth, and normal development on nutritional requirements (6b)
6. Measure, calculate, and determine body composition data (6o)

## **REQUIRED TEXT**

Insel P, Turner RE, Ross D. **Nutrition**, 2<sup>nd</sup> Ed. Sudbury, MA: Jones and Bartlett Publishers, 2004.

## **POLICIES AND PROCEDURES**

1. Class attendance will be taken. Help make the most of your investment in your education by attending class! Tests will cover class material, assigned text readings and any additional reading material assigned. University policy states that a written report be sent to the Vice-Provost when accumulated absences exceed 10 percent (more than 4 classes in this case), which may result in de-enrollment. More than 20 percent missed is cause for automatic de-enrollment.
2. Grades for written work will be based on the guidelines for content and due dates discussed in class.
3. An assignment will not be eligible for full credit if turned in more than 24 hours after due date; 20% will be deducted from the points earned for each class meeting it is late.
4. Re: make-up exams, attendance and due dates - urgencies and emergencies will be considered on a case-by-case basis. If they happen to you, communicate promptly, privately and honestly; please don't take advantage of the instructor's goodwill! Documentation may be requested.
5. Course information and announcements will be available on Eclass; check it and your pointloma.edu email routinely for any new postings or communications.
6. Cell phone calls and chronic private "side" conversations are distracting, disruptive and disrespectful to your classmates and the instructor. Each student in this classroom contributes to the learning environment. It is assumed that university-level students can conduct themselves in a way that promotes a positive learning experience for their classmates. Cell phones should be turned off while in class. Persistent disruptive activities negatively effect your participation, detract from learning and influence your course grade.

## **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities ay require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## **COURSE GRADING CRITERIA**

Your course grade will be derived from 4 exams (3 and the final), Eclass quizzes and assigned projects. Exams will be based primarily on lecture material and, since lectures are based on assigned reading, questions on the reading will also be included. Exams will be primarily multiple choice, matching and short-answer questions. Approximately half of the final exam will cover the material since the previous regularly scheduled exam, and half will cover information covered since the beginning of the term. Students who arrive late for an exam will have until the end of the class period to complete the test (ie, sorry, no extra time given).

Course Grading Criteria, continued

*What about extra credit?* Your level of mastery of the material, as reflected in your final grade, is determined primarily from the exams, quizzes and assigned projects, plus, to a lesser degree, your positive participation in class. No extra credit will be available.

**Grading**

	<i>Possible Points</i>
3 Exams @ 100 points each	300
Final exam	140
EClass Quizzes	80
Modified-Diet Interview (2/23/07)	15
Personal Food Logs and Analysis (3/23/07)	20
Cultural Food Practices (4/27/07)	<u>20</u>
<i>Total Possible Points</i>	575

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%



**GENERAL COURSE SCHEDULE**  
(estimated timeframe)

Date(s)	Class Topic(s)	Text Chapters for Preparation
1/8	Course Introduction, Objectives and Expectations	
1/10-12	Nutrition Research and Information Sources	1
	Nutrition Guidelines and Assessment: Dietary Standards, Food Labels and the ABCDs of Health Assessment	2
1/15	<b>Martin Luther King, Jr. Day - no class</b>	
1/17-1/22	Digestion, Absorption and Transport	3
1/24-1/29	Carbohydrates	4
1/31-2/5	Lipids	5
<i>Exam #1 2/7/07</i>		
2/9-2/14	Protein and Amino Acids	6
2/16	Metabolism	7
2/19	<b>President's Day - no class</b>	
2/21-2/28	Metabolism, continued Energy Balance, Body Composition and Weight Management <u>Modified-Diet Interview due 2/23/07</u>	8
<i>Exam #2 3/2/07</i>		
3/5-3/9	<b>Spring Break</b>	
3/12-3/16	Fat-Soluble Vitamins	9
3/19-3/23	Water-Soluble Vitamins <u>Personal Food Logs and Analysis due 3/23/07</u>	10
3/26-4/2	Water, Electrolytes and Other Major Minerals	11
<i>Exam #3 4/4/07</i>		
4/5-4/9	<b>Easter Recess</b>	
4/11-4/16	Microminerals (Trace Minerals)	12
4/18-23	Nutrition and Physical Activity ("Sports Nutrition") <u>Cultural Food Practices Report due 4/27/07</u>	13
4/25-27	Cultural Aspects of Nutrition: Religion and Food Choices	eClass attachment
4/30-5/4	Life Cycle Nutrition: Pregnancy, Childhood, Adulthood	14-15

*Final Exam Section 1: Friday, 5/11/07 8-10 am*  
*Section 2: Wednesday, 5/9/07 1-3 pm*

**COURSE OUTLINE**  
**FCS 225 - FUNDAMENTALS OF NUTRITION**

- I. An Overview of Nutrition
  - A. The Nutrients
  - B. Nutrition Research Methods
  - C. Reliable Nutrition Information Sources
  - D. The Food Guide Pyramid and other Dietary Planning Guidelines
  - E. Dietary Standards and Recommendations for Intakes
  - F. Health and Nutrition Assessment
  
- II. Digestion, Absorption and Transport of Nutrients
  - A. Anatomy and Physiology of the Human Gastrointestinal Tract
  - B. The Digestive Process in General
  - C. Nutrient Absorption
  - D. Nutrient Transport
  - E. Regulation of Digestive Tract Processes
  
- III. The Carbohydrates and Evidence for Current Recommendations: Is carb-free the place to be?
  - A. Basic Chemistry and Functions
  - B. Monosaccharides
  - C. Disaccharides
  - D. Polysaccharides
  - E. Digestion, Absorption and Transport Specifics
  - F. General Glucose Utilization/Metabolic Fates
  
- IV. The Lipids and Evidence for Current Recommendations: Is no-fat where it's at?
  - A. Basic Chemistry and Functions
  - B. Saturated Fatty Acids
  - C. Unsaturated Fatty Acids
  - D. Triglycerides
  - E. Phospholipids
  - F. Sterols
  - G. Digestion, Absorption and Transport Specifics
  - H. General Utilization/Metabolic Fates
  
- V. Protein and Evidence for Current Recommendations: Is high-pro the way to go?
  - A. Basic Chemistry and Functions
  - B. Amino Acid Classifications
  - C. Digestion, Absorption and Transport Specifics
  - D. General Utilization/Metabolic Fates

## VI. Metabolism

- A. Definitions and Cellular Players
- B. Catabolism and Energy Derivation from Fuels
- C. Anabolism: Biosynthesis and Storage
- D. Regulation of Metabolism

## VII. Energy Balance, Body Composition and Weight Management

- A. Food Intake vs. Energy Output
- B. Body Composition and Assessment
- C. Consequences of Energy Imbalance
- D. Strategies for Weight Management

## VIII. The Vitamins

- A. Overview
- B. Fat-Soluble: A, D, E, K
- C. Water-Soluble: B Vitamins and Vitamin C
- D. Vitamin-like Compounds

## IX. Water and Electrolyte Minerals

- A. Functions and Requirements of the System
- B. Regulation of Fluid Balance
- C. The Electrolyte Minerals

## X. Other Major Minerals (Macrominerals)

- A. Overview
- B. Calcium
- C. Phosphorus
- D. Magnesium

## XI. Trace Minerals (Microminerals)

- A. Overview
- B. Iron
- C. Zinc
- D. Selenium
- E. Iodine
- F. Copper
- G. Manganese
- H. Fluoride
- I. Chromium
- J. Molybdenum
- K. The "Ultratrace" Minerals

XII. Nutrition and Physical Activity ("Sports Nutrition")

- A. Definitions and Principles
- B. Review: Energy Systems, Fuel Sources and Fuel Utilization
- C. Supporting Nutrients in Fuel Utilization
- D. Review: Fluid Needs in Activity
- E. Supplements for Exercise Performance?

XIII. Cultural Aspects of Food Choices

- A. Overview of Cultural Factors
- B. Religious Beliefs as One Determinant of Eating Behavior

XIV. Nutrition Concerns in the Lifecycle

- A. General Considerations in the Lifecycle
- B. Issues in Pregnancy and Lactation
- C. Concerns in Childhood and Adolescence
- D. Recommendations for Adults for Chronic Disease Prevention and Health Promotion

**Department of Family and Consumer Sciences**  
*Personal Resource Management - FCS 230*  
*Fall 2006*

**INSTRUCTOR:** Sandra B. Foster, MS, CFCS

**OFFICE LOCATION:** Evans 102, 849-2228

**COURSE TIME:** 2:45 - 4:25 Monday, Wednesday  
August 21 - October 12, 2006

**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

Personal Resource Management provides individuals with skills for understanding and using internal and external resources to function effectively in society now and in the future. Major topics covered in the course include the following: effects of cultural forces and future trends on values, standards, and goals; skills for decision making, time, energy, stress, and conflict management; and techniques for improving self-understanding and interpersonal relationships.

**COURSE OBJECTIVES:**

Students will be able:

1. to demonstrate an understanding of the management concepts and systems approach as applied to their personal lives and to the lives of others through case studies, self analysis, and discussion.
2. to understand internal and external resources and to develop skills in using these resources to function effectively in society now and in the future.
3. to describe and practice critical and creative thinking skills.
4. to define and identify values, goals, standards and priorities and their relationship to self-understanding and interpersonal relationships.
5. to develop an understanding and appreciation of the "present" as a shaper for the future.
6. to identify commonalities among and differences between specific cultures to promote communication.
7. to describe principles sources of change and influence in individual and group life.
8. to assess personal resources (human and non-human) and the effect they can have on human growth.

Mastery and application of life management skills may result in

1. increased productivity in the multiple roles enacted by individuals
2. increased self-reliance
3. increased productivity and decreased turn-over in the work place
4. increased appreciation of cultural diversity
5. increased family stability.
6. decreased stress related substance abuse.
7. decreased physical and emotional illness due to stress
8. decreased reliance on the social welfare system.
9. decreased divorce and family violence.

## AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR THE ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):

1. Work effectively as a team member (1p)
2. Materials management (7h)
3. Prepare a budget (7p)

### REQUIRED TEXT:

"Life Management - Getting it Together" workbook, by Sandra Foster

### ACADEMIC ACCOMMODATIONS:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### POLICIES AND PROCEDURES:

1. Attendance is required. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
2. Late assignments will not be accepted. You have one free pass - plan carefully.
3. If academic honesty is compromised, a failure is given in the assignment or in the course. See the *Catalog* for full details.

### ASSIGNMENTS/PROJECTS/REQUIREMENTS:

To receive credit for this course the following is required:

1. Annotated Bibliography with notes of all references used for the class. A minimum of 16 entries to be accepted. Notes from two readings (articles, chapters of books) for each chapter in notebook. You will share at least one of these with the class.
2. One book report (*One Minute Manager* and *Who Moved My Cheese* count as one book).
3. Weekly quizzes over class lectures, notebook, reading, and oral reports.
4. Class Assignments which include but are not limited to:
  - Value Clarification
  - Goals
  - Time Management
  - Money Management
5. Class participation.
6. Final Exam Project: Develop a personal "Self-Help" book. It should include key ideas that you want to remember and pursue in your own personal development. Be creative.

You can include actions plans for certain goals, guides, any prompts or motivation to action, sayings or quotes, or other materials that are significant to you.

7. Summary of your findings and responses in relationship to the cultural group to which you are assigned. Dates of your participation in class must be included. Include references.

**COURSE GRADING CRITERIA:**

Grading:	Points may be adjusted
Weekly quiz (approx. 20 points each; minimum of 6) .....	120
Book Report .....	40
Class Assignments .....	350
Bibliography .....	80
Final Exam Project .....	100
Cultural Group .....	30
<b>TOTAL POINTS</b>	<b>720 (approx.)</b>

**Grade Distribution:**

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	>93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤59%

**REPORT/PROJECT GUIDELINES:**

Book Report Outline:

1. Title, author, publisher
2. Reason for choosing book
3. Author's purpose in writing book
4. Summary of book
5. Opinion of book
6. How you would personally benefit from the book
7. Be prepared to discuss with the class

**COURSE OUTLINE:**

- I. Management Concepts and Process
- II. Values and Attitudes
- III. Goals and Standards
- IV. Decision making
- V. Family Life Cycle - balancing work, personal and family life
- VI. Resources:
  1. time
  2. energy
  3. money
    - a. budget
    - b. credit

VII. Influences on management of Resources

1. Multiple roles
2. Stress
3. Cultural Forces
4. Current issues
5. Impact of change

WEEK OF	LECTURE TOPIC	ASSIGNMENT
August 21	Introduction to Management Concepts and class requirements Thinking Skills/Decision Making	
August 28	Values Goals/Standards	
September 4	Goals/Standards	
September 11	Life Cycle/Stress Resources Book Reports Time	
September 18	Time/Energy	
September 25	Financial Management	
October 2	Cultural Reports; Financial Management	
October 9	Presentations of Self-Help book; Final Evaluation	



**FCS 300 Level Course Syllabi**

Department of Family and Consumer Sciences

*Life Cycle Nutrition- FCS 305*

*Fall 2006*

**INSTRUCTOR:** Kay Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans Hall 102, 849-2270  
Hours listed on office door

**COURSE TIME:** Monday and Wednesday 12:30 – 2:10

**COURSE LOCATION:** Evans Hall 121

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**COURSE DESCRIPTION:**

A study of nutrition as specifically applied to the stages of human development and to the current nutritional issues with analysis of personal nutritional needs.

**COURSE OBJECTIVES:**

1. To acquire knowledge of the functions and food sources of the basic nutrients essential for humans.
2. To identify specific nutritional requirements for each stage of human development.
3. To assess nutritional status and identify areas for nutritional improvement for individuals at each life stages.
4. To understand the relationship of nutrient intake and health.
5. To evaluate important cultural eating patterns and nutritional concerns during the life cycle.
6. To analyze nutritional information and programs for its reliability, truth, and effectiveness.

**REQUIRED TEXT:**

Brown, Judith. Nutrition Through the Life Cycle. Wadsworth, Belmont, CA 2005.

**POLICIES AND PROCEDURES:**

1. **Grading** will be based on completed work using the prescribed guidelines and due dates for oral and written work.
2. **Attendance:** Students will be prompt for class meetings and roll will be taken. University catalog standards for attendance are upheld.
3. **Due Dates:** Dates are stated in class at the time the assignment is given. Assignments will not be accepted after 3:30 pm on the due date.
4. **Exams:** All exams will be reviewed the class session before the test date. **NO** make up for tests or final examinations without a medical note from your physician.

**ACADEMIC ACCOMMODATIONS:**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

**COURSE GRADING CRITERIA:**

<b>Grading:</b>	<u>POINTS</u>
Unit Exams..... (Multiple Choice, True/False, Matching, Short Answer)	600/650
Personal Nutritional Self Assessment.....	20
Written journal report.....	20
Case Study Assessments (10 points each).....	60
<b>TOTAL POINTS</b>	<b>700/750</b>

**Grade Distribution:**

<b>GRADE</b>	<b>PERCENTAGE RANGE</b>	<b>GRADE</b>	<b>PERCENTAGE RANGE</b>
A	>93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<59%

**REPORT/PROJECT GUIDELINES:****Journal Reports:**

1. Read a current article (2004 to present) written about some aspect of nutrition from the list of periodicals below:

American Journal of Clinical Nutrition	Journal of Food Science
American Journal of Nursing	Journal of Nutrition
Forecast for Home Economics	Journal of Nutrition Education
Journal of the American Association of Family & Consumer Sciences	Nutrition News
Journal of the American Dietetic Association	Nutrition Reviews
	Nutrition Today

2. List ten pertinent facts and/or findings expressed in the article. Express your opinion about the article in one paragraph at the end of your paper.
3. The paper must be typed, double-spaced and two complete pages in length. Include a copy of the article.  
DUE DATE: September 27. Total points possible: 15

**COURSE OVERVIEW:**

<b>ASSIGNMENT</b>	<b>WEEK</b>	<b>LECTURE TOPIC</b>	<b>TEXTBOOK READINGS</b>
Unit 1	1	Nutrition Terminology, Guidelines and Assessments	Chapters 1
Unit 2	2-4	Nutrition Review	Chapters 1, 2, 3, 4
Unit 3	5-7	Pregnancy, Maternal Nutrition, Lactation, and Infant Nutrition	Chapters 4, 5, 6, 7, 8, 9
Unit 4	8-11	Childhood Nutrition	Chapter 10, 11, 12, 13
Unit 5	12-13	Adolescence Nutrition	Chapter 14, 15
Unit 6	14-16	Adulthood Nutrition	Chapter 16, 17, 18, 19
<b>FINAL EXAM</b>	December 13	Wednesday 10:30 – 12:30	

## COURSE OUTLINE:

- I. Nutrition Terminology, Guidelines, and Assessments
  - A. Nutrition terminology
  - B. Nutrition guidelines, assessments, and standards
  - C. Critical growth periods and nutrition
  - D. World health as related to nutritional status
- II. Nutrition Review
  - A. Functions, characteristics, and food sources of energy nutrients
  - B. Functions, characteristics and food sources of vitamin
  - C. Functions, characteristics, and food source of minerals and water
- III. Pregnancy, Maternal Nutrition, Lactation, and Infant Nutrition
  - A. Fetal growth, normal and aberrant
  - B. Physiologic and physiological needs of pregnancy
  - C. Influences on fetal development
  - D. Nutritional guidelines
  - E. Adolescent pregnancy concerns
  - F. Physiology of lactation
  - G. Composition of colostrum and mature milk
  - H. Nutrient requirements
  - I. Comparison of human milk and formulas
  - J. Breast feeding
  - K. Bottle feeding
  - L. Semi-solids and self-feeding
  - M. Deficiencies, and feeding problems, and behaviors
- IV. Childhood Nutrition
  - Toddler and Preschool (1-6)
    - A. Physiological and psychosocial development
    - B. Nutritional requirements
    - C. Feeding patterns and behaviors
    - D. T.V. and physical activity influences on nutritional status
    - E. Day-care-Pre-school feeding
    - F. Deficiencies and disorders
    - G. Food allergies
  - School Age Child Nutrition (6-12)
    - A. Physiological and psychosocial development
    - B. Nutritional requirements
    - C. Food Habits
    - D. School breakfast/Lunch programs
    - E. Nutrition education
    - F. Deficiencies and disorders
- V. Adolescence Nutrition (12 to 20)
  - A. Physiological and psychosocial development
  - B. Nutritional requirements
  - C. Food patterns, behaviors, and nutritional status
  - D. Eating disorders
  - E. Athletics and nutritional intake
  - F. Obesity
- VI. Adulthood Nutrition (20 to 100+)
  - A. Stages of adulthood and food patterns
  - B. Physiological and psychosocial changes
  - C. Nutritional requirements
  - D. Longevity and nutritional influences
  - E. Diet and heart disease, cancer, osteoporosis and diabetes mellitus
  - F. Vegetarianism
  - G. Deficiencies

*Department of Family and Consumer Sciences*  
*Early Childhood Education – FCS 310*  
Fall 2006

**INSTRUCTOR:** Susan DeCristofaro Rogers  
Email: srogers@ptloma.edu

**COURSE TIME:** 10:00 – 11:40 Tuesday and Thursday

**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

The study and practice of principles, curriculum, methods, materials and special problems of the preschool, kindergarten and grades one through three. A study of the theory of early childhood education with appropriate field experiences, thematic unit design, lesson plan writing and school observations are required. A reflection journal of the student's journey in developing a personal philosophy of teaching will also be kept through out the semester.

**COURSE OBJECTIVES:**

1. To understand the importance of developing a personal philosophy of teaching.
2. To become acquainted with the people who have influenced certain practices and beliefs in early childhood education.
3. To address the inclusion of children with diverse abilities.
4. To determine what factors contribute to cognitive and language ability in young children.
5. To apply family theoretical framework to early childhood education situations.
6. To identify the differences between formal and informal methods of assessment.
7. To determine some of the typical attributes of curriculum approaches based on Montessori, behaviorism, constructivism and developmentally appropriate practice.
8. To review principles of classroom and playground organization.
9. To be knowledgeable in how to apply different behavior management models to classroom situations.
10. To identify different ways to organize an integrated curriculum.
11. To be able to implement curriculum theory and methods, creating themes, goals, objectives and planning.

**REQUIRED TEXTS:**

1. Early Childhood Education: Building a Philosophy for Teaching, 2000
2. The Early Childhood Curriculum, 2001

**ACADEMIC ACCOMMODATIONS:**

All students are expected to meet the minimum standards for this course as set by the instructor. Students with learning disabilities who may need accommodations should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact professors with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

**COURSE GRADING CRITERIA:**

	<u>POINTS</u>
Participation in Early Childhood Program	20 hrs @ 5 points each.....100
Journal Reports	2 @ 20 points each.....40
Reflection Journal	10 @ 10 points each..... 100
Observations	2 @ 10 points each.....20
Thematic Unit and Lesson Plan Design	.....50
Lesson Plan Implemented	..... 20
Section Exams	5 @ 50 points each.....250
Emergent Literacy Lesson/Environment Observation	.....10
Annotated Bibliography	.....30
Final Project/Final Project Implemented	.....100
Total Points Possible	<hr/> 720

**ASSIGNMENT GUIDELINES:**

**SCHOOL PARTICIPATION:**

All students are required to participate for 20 hours in a community early childhood program. The instructor (to the best of her ability) will help place the students in a center or school that meets the needs and interest of the student. Supervisory teachers are required to fill out a student evaluation form upon completion of 20 hours. The hours should be spread out and done on a week to week basis.

Due date: December 7, 2006

**JOURNAL REPORTS:**

Students will be responsible for writing two journal reports. The articles must come from peer-reviewed journals. The articles must be recent (last three years). The article chosen should address issues or research that effects children from 2 years of age through eight years of age. At least one of the articles should be a research based article. Due date for both articles: September 12, 2006.

## **REFLECTION JOURNAL:**

The students will also reflectively answer questions that correspond with reading assignments and class lectures. The questions to be answered come from the White/Coleman text:

Entry 1	Activity 1	Chapter 1
Entry 2	Activity 1	Chapter 2
Entry 3	Activity 1	Chapter 3
Entry 4	Activity 1	Chapter 5
Entry 5	Activity 1	Chapter 6
Entry 6	Choose from Activity 3, 4, 5 or 6	Chapter 7
Entry 7	Activity 1	Chapter 8
Entry 8	Activity 1 or 2	Chapter 9
Entry 9 – 10	Write a summary of personal reflection, experiences of participation and classroom learning	

Due Dates: Entries 1-3: September 21, 2006

Entries 4-6: October 10, 2006

Entries 7-10: November 28, 2006

## **OBSERVATIONS:**

Students will visit two schools/classrooms of their choice and complete observation forms enclosed in syllabus packet.

Due: November 7, 2006

## **THEMATIC UNIT AND LESSON PLANS:**

Each student is to design a thematic unit with lesson ideas that reach across the curriculum. These ideas should include language arts, math, science, social studies and art. The student will pick two of the ideas and write lesson plans for those ideas. The student will present one of the two lesson plans to children that they are working with. If permission to present the lesson is not given other arrangements will be made. Students will also present their ideas for the thematic unit and one of the lessons from the unit to our class. Students should provide a copy of the thematic unit and lesson plans for classmates. A sign up sheet and detailed instructions will be given October 3, 2006.

## **EMERGENT LITERACY LESSON/ENVIRONMENT OBSERVATION:**

Students will visit a kindergarten or first grade classroom and observe an emergent literacy lesson. Forms enclosed in syllabus packet.

Due date: November 2, 2006.

## **ANNOTATED BIBLIOGRAPHY:**

At the completion of the course students will complete an annotated bibliography containing at least 30 children's books that are appropriate for young children.

The format of the annotated bibliography will be discussed in class. Students are encouraged to include books that have been presented in class.

Due Date: December 5, 2006

**FINAL PROJECT:** Presentations of emergent literacy plan.  
Format of literacy plans to be discussed in class.

**COURSE SCHEDULE:**

- Aug 22 Introduction  
Course requirements/schedule  
What is early childhood education?
- Aug 24 Building a personal philosophy of teaching  
Reading assignment: White/Coleman Ch. 1
- Aug 29 History of early childhood education  
\*Children's lesson by instructor – Language Arts  
Reading assignment: White/Coleman Ch. 2
- Aug 31 History of early childhood and the philosophy behind the theory  
\*Children's lesson by instructor – Math  
Reading assignment: White/Coleman Ch. 3
- Sept 5 Review Philosophies
- Sept 7 **TEST** White/Coleman Chapters 1 – 3
- Sept 12 Special Needs  
\*Children's lesson by instructor – Science  
Reading assignment: White Coleman/Ch 4  
**Journal reports due**
- Sept 14 Language Development  
\*Children's lesson by instructor – Social Studies  
Reading assignment: White/Coleman Ch. 5
- Sept 19 Social – Emotional Development  
\*Children's lesson by instructor – Health  
Reading assignment: White/Coleman Ch. 6
- Sept 21 The system of the family  
\*Children's lesson by instructor – Safety  
Reading assignment: White/Coleman Ch. 7  
**Reflective journal due 1-3**
- Sept 26 The system of the family  
\*Children's lesson by instructor – Music  
Reading assignment: White/Coleman Ch. 8
- Sept 28 **TEST** White/Coleman Chapters 4, 5, 6, 7
- Oct 3 Creating lesson plans and thematic units  
Thematic Lesson Instruction and Sign up





Nov 21	Science *Student Lesson Reading assignment: Krogh/Slentz Ch.
Nov 23	THANKSGIVING BREAK
Nov 28	Art *Student Lesson Reading assignment: Krogh/Slentz Ch. 6 <b>Reflective Journal Due 7-10</b>
Nov 30	Music / Personal Philosophy *Student Lesson
Dec 5	What Is My Philosophy? <b>Annotated Bibliography Due</b>
Dec 7	<b>TEST</b> Krogh/Slentz Chapters 3, 4, 6 <b>Evaluation and Participation Hours Due</b>
TBA	Final Presentation of Final Projects <b>Final Projects Due</b>

## **COURSE OUTLINE:**

### **Section I**

1. Understanding the links between development and education
  - A. How do children develop?
  - B. What is education?
  - C. What is the relationship between children's development and education?
  - D. How do children learn?
  - E. Who has responsibility for educating young children?
2. Developing a teaching philosophy
3. History and beginning of early childhood education
4. 17<sup>th</sup> and 18<sup>th</sup> Century philosophers
5. 19<sup>th</sup> Century America
6. 20<sup>th</sup> Century Developments
7. Social forces influencing schools
8. Policies influencing school operations and teaching practices
9. The quality, compensation and affordability movement
10. Developmentally appropriate practices
11. School programs for a changing society

## Section II

1. Recent Brain Research Findings
2. Piaget's cognitive development theory
3. Information Process Theory
4. Vygotsky's sociocultural theory
5. Sternberg's triarchic theory of intelligence
6. Gardner's multiple intelligences
7. Language Development
8. Erik Erikson's social-emotional theory
9. Erikson's stages of social-emotional development
10. Kohlberg's theory of moral development
11. Defining families
12. The social context of contemporary family lives
13. Contemporary family myths and facts
14. Theoretical perspectives of family development
15. Theoretical models of family involvement
16. Challenges and solutions to family involvement

## Section III

1. Assessment
2. Formal assessment techniques
3. Informal assessment techniques
4. Defining curriculum
5. Historical Influences on early childhood education
6. Four curriculum approaches
7. Integrated curriculum
8. A thematic unit
9. Historical perspectives and current approaches
10. Theories of cognitive development
11. Planning individual lessons

## Section IV

1. Key organizational principles
2. Selection of classroom materials and equipment
3. Personal experiences
4. The goal of behavior management
5. Child guidance versus child obedience
6. Behavior management models
7. Whole language
  - A. Perspectives on history and theory
  - B. Perspectives on development
  - C. Focus on language and literacy: Systemic elements

8. Social Studies

- A. Perspectives on history and theory
- B. Perspectives on development
- C. Diversity among children
- D. Focus on social studies: The disciplines
- E. Conflict resolution

**Section V**

1. Mathematics

- A. The Principles and standards and the NAEYC position
- B. Perspectives on development
- C. Diversity among children
- D. Focus on Mathematics: Concepts

2. Science

- A. Perspectives on history and theory
- B. Perspectives on development
- C. Diversity among children
- D. Focus on science: The disciplines

3. Expressive Arts

- A. Perspective on development
- B. Diversity among children
- C. Focus on expressive arts: Developmental stages

**Department of Family and Consumer Sciences**  
*Personal, Family, and Community Health – FCS 315*  
*Fall 2006*

**INSTRUCTOR:** Kay M. Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans 102, 849-2270  
Hours listed on office door

**COURSE TIME:** 10:50 – 12:10 Monday, Wednesday, Friday

**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

An introductory study of an individual's responsibility in personal, family and community health. Emphasis is placed on physical, emotional and mental well being, and healthy life style choices of individuals.

**GENERAL EDUCATION:**

This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Exploring an Interdependent World: Physical Fitness and Nutrition." By including this course in a common educational experience for undergraduates, the faculty supports an introduction to the natural and social sciences as tools for exploring the world, with emphasis on collecting and interpreting empirical data for both theoretical and practical purposes.

**COURSE OBJECTIVES:**

Individuals, who choose a lifestyle that is conducive to good health, will have more stamina, vitality, and a sense of well being. The common body of knowledge that is taught in this course will enable the student to understand the related aspects of health in personal and family living on physical health, fitness, nutrition, emotional health, life style choices, and interpersonal relationships.

1. To explore various aspects of personal health for meaningful self discovery.
2. To be able to identify individual responsibilities in life style choices.
3. To examine the scope of the physical fitness of an individual, including nutrition and exercise.
4. To acquire knowledge of communicable diseases and its effects on health.
5. To review current data available on certain disease prevention and control.
6. To understand drug problems within the society: the practices, effects, treatment and recovery.
7. To analyze the scope of mental health; its nature, maintenance, and dysfunctions.
8. To understand the relationship of social and family living to personal well-being.
9. To understand human sexuality and its application to self.
10. To identify community and personal health care services and resources.
11. To review emergency procedures, first aid techniques and safety concerns across the life span.

**REQUIRED TEXT:** Edlin, G., Golanty, E., and Brown, K. Health and Wellness, 8th Edition, Jones and Bartlett, Boston, 2004.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Interpersonal communication skills (1d)
2. Role of food in promotion of health lifestyle (5l)
3. Health promotion and disease prevention theories and guidelines (6g)

**POLICIES AND PROCEDURES:**

1. Grades for written work will be based on the prescribed guidelines and due dates discussed in class.
2. Class attendance will be taken. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
3. There will be no make up for examinations.
4. Assignments will not be accepted for full credit after 2:00pm on due date. Grade will be reduced 50% after 2:00 pm on due date.
5. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* statement for full details.

**ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**COURSE GRADING CRITERIA:**

Grading:

TOTAL POSSIBLE POINTS

Field Resources Report.....	15 (5 pts per report)
Unit Self-Assessments.....	25 (5 pts per unit)
Physical Fitness and Nutrition Journal.....	10
Book Review - Extra Credit.....	20
CPR Certification - Extra Credit.....	15
Exams (Five Unit Exams).....	500-550
<b>TOTAL POINTS</b>	<b>585-635</b>

**Grade Distribution:**

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

## WRITTEN REPORT GUIDELINES:

### Field Resource Report

1. The purpose of this research is to discover the many and various community resource facilities available to individuals and families.
2. Visit three distinctly different community facilities, then write a descriptive report about each facility.
3. A one- page computer generated descriptive report about each facility must include the following in the order listed below, with topic headings underlined for each section.  
Name, Address, and Telephone of Facility  
Staffing  
Schedules/Routines  
Mission/Purpose in the Community  
Programs Offered  
Community Involvement  
Problems Stated  
Personal Observations, Insights and Opinions of Facility
4. The three reports (one-page each, typed single spaced, 12 pt. font size, 1-inch margins) must be placed in one folder with front and back pockets for facility brochures.
5. Cover page must include your name, course name, date, and title of assignment.
6. **Due Date: October 25** Total points possible: 15

### Unit Self-Assessments

1. A written unit self-assessments will be given to students during the class. Some class time may be used to complete the assessments.
2. Self-assessments are only distributed to students attending the class. No assessments will be given to students who were absent from class.
3. Five (5) total points is possible for each self-assessment. A possibility of twenty-five (25) points may be accumulated for the semester.

### Physical Fitness and Nutrition Journal

1. Set two goals for your physical fitness and nutritional well-being.
2. Record your weekly progress in a "Blue Book," one page entry per week describing your weeks progress.
3. "Blue Books" will be collected at various times during the semester with the **final due date** on the last lecture day of the semester. Total points possible: 10.

### Book Review - Extra Credit

1. Choose one of the following books for review:  
Beattie, Melody: Codependent No More  
Bradshaw, John: a) Bradshaw on the Family  
                          b) Healing the Shame That Binds You  
                          c) Home Coming  
                          d) Family Secrets  
Buscaglia, Leo : Loving Each Other  
Cloud, Henry and Townsend, John: Boundaries: When To Say Yes When To Say No To Take Control Of Your  
Life  
Forward, Susan : Toxic Parents

Friel, John & Linda: Adult children - The Secrets of Dysfunctional Families  
 Hemfelt, Robert, Minerth, Frank, and Meier, Paul: Love Is A Choice  
 Hendrix, Harville: Getting the Love You Want  
 Hirschman and Hunter: When Women Stop Hating Their Bodies-Freeing Yourself from Food and Weight Obsession  
 Jantz, Gregory L.: Hope, Help, & Healing for Eating Disorders  
 Johnson, Jan: When Food is Your Best Friend and Worst Enemy  
 Mather, Cynthia L.: How Long Does It Hurt?  
 Pipher, Mary: Reviving Ophelia  
 Roth, Geneen: Feeding the Hungry Heart  
 Schaeffer, Brenda: Is It Love or Is It Addiction?  
 Tannen, Deborah : You Just Don't Understand  
 Whitefield, Charles: Healing the Child Within

2. Write a concise **half page** review of each chapter. The paper must be typed and double-spaced. Be sure to include page number reference when quoting from the book. Cover page must state book title, author, your name, course name, and date.
3. **In addition** to the review, write a two page paper discussing the theories expressed in the book in relation to your personal, family, and social development.
4. **Due Date:** November 20 Total points possible: 20

CPR Certification - Extra Credit

1. CPR certification classes are offered throughout San Diego County. Times and locations will be discussed in class.
2. This certification is required for all students who are working toward a Family and Consumer Science/Home Economics Single Subject Teaching Credential.
3. Proof of completion of 8 hour CPR class must be given to instructor for credit.
4. **Due Date:** December 1 Total point possible: 15

**COURSE OVERVIEW:**

UNIT	WEEK	LECTURE TOPIC	ASSIGNMENT
1	2	Components of Health	Chapter 1, 2, 20, 21
2	3-5	Physical Well-Being	Chapters 5, 6, 7
3	6-10	Health Hazards	Chapters 11, 12, 13, 14, 16, 17, 18
4	11-13	Emotional Well-Being	Chapters 2, 3, 4
5	14-16	Healthy Relationships and Sexuality	Chapters 8, 9, 10, 23

**EXAMS:**

1. Unit exams are scheduled for the end of each unit; see the above Course Overview for the weekly guide.
2. Final Exam is scheduled on December 11, Monday, 10:30-12:30.



## COURSE OUTLINE:

### Unit 1 Components of Health

- A. Components of Health
- B. Influences of Health
- C. Choosing Health and Safety
- D. Basic Human Needs Related to Healthy People
- E. Self Inventory, Analysis, and Goals

### Unit 2 Physical Well-being

- A. Priority Actions for Physical Health Promotion
- B. Leading Causes of Death as it Relates to Physical Wellbeing
- C. Physical Fitness
- D. Exercise Health Benefits
- E. Rest, Sleep, and Fatigue
- F. Nutritional Guidelines
- G. Nutrients, Functions, Food Services and Deficiencies
- H. Nutritional Well-being and Eating Patterns
- I. Emergency Procedures, First Aid Techniques and Safety Concerns Across the Life Span
- J. Self Inventory, Physical Fitness and Nutrition Analysis, and Program Goals/Activities

### Unit 3 Health Hazards

- A. Cancer
- B. Cardiovascular Disorders
- C. The Addictive Personality
- D. Alcohol Abuse
- E. Nicotine Abuse
- F. Drug Abuse
- G. Sexually Transmitted Diseases
- H. Self Inventory and Evaluation Activity

### Unit 4 Emotional Well-being

- A. Characteristics of a Mentally Healthy Person
- B. Levels of Dysfunction
- C. Theories of Personality Development
- D. Knowing Oneself
- E. Mental/Emotional Health Management Strategies
- F. Disorders
- G. Personal Application and Evaluation

### Unit 5 Healthy Relationship and Sexuality

- A. Human Beginnings
- B. Human Sexuality and its Differences
- C. Sexual Stereotypes
- D. Sexual Development
- E. Sexual Decisions
- F. Contraception
- G. Sexual Violence
- H. Child Abuse and Neglect
- I. Loving Relationships
- J. Emotional Intimacy
- K. Dysfunctional Relationships and Co-Dependency
- L. Marriage and Divorce
- M. Communication within Healthy Relationships
- N. Self Inventory and Evaluation Activity

**Department of Family & Consumer Sciences**  
*Advanced Housing Environments FCS 320*  
*Spring 2007*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 11:00 am - 12:10 am Monday & Wednesday

**COURSE LOCATION:** Evans 112 & 113

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except 3<sup>rd</sup> Wed of month); Thu 10:00-11:00am; and by appointment

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**COURSE DESCRIPTION**

Planning the total home environment. Housing and interior design from a non-technical basis. Prerequisite: FCS 115 and 200.

**COURSE OBJECTIVES**

1. Apply the design elements and principles to enhance interior environments.
2. Explore basic construction details and contracts.
3. Demonstrate effective space planning on paper and computer.
4. Evaluate floor plans for efficiency, design, and economy.
5. Identify the types of architectural details and backgrounds used in home interiors.
6. Select furniture to fit the needs of the client and achieve successful design.
7. Develop a professional file of design information for future reference.
8. Create effective presentations to communicate design solutions to clients.
9. Discuss career specialization in the design profession.

**REQUIRED TEXT**

*Beginnings of Interior Environment*, by Phyllis Allen & Miriam Stimpson, 8<sup>th</sup> or 9<sup>th</sup> edition Pearson/Prentice Hall

**RECOMMENDED TEXT FROM FCS 115**

*Interior Design Visual Presentation 2<sup>nd</sup> ed.* By Maureen Mitton, Wiley c. 2004

**REQUIRED SUPPLIES**

May include but not limited to foam core presentation boards, 3 ring notebook(s) or file box(es), graph paper, rubber cement/glue stick, plastic sheet protectors, scissors, magazines, color swatches, paints, markers, and colored pencils.

**REQUIRED EQUIPMENT**

PRS – Transmitter—purchase at the bookstore—if you taking other courses that require the transmitter, you can use the same one for multiple courses for multiple semesters.

**REQUIRED TECHNOLOGY USE**

PLNU Eclass accessible at <http://eclass.ptloma.edu>

Computer Software:

*AutoCAD LT 2006* or *3D Home Architect Home Design Deluxe 6*  
*MS PowerPoint*

## POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site, and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
4. **NO CELL PHONES or IPODS or similar electronics.** Turn them off and keep them off. They are inappropriate to the classroom.
5. All projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. *Presentation points may only be earned if present in class on the day the project is due.*
6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
7. All classroom activities are due the day they are presented in class. **No makeup activities are given.**
8. No items will be accepted after the final exam.
9. No makeup exams given. Emergencies processed on an individual basis.
10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

## COURSE GRADING CRITERIA

### APPROPRIATE BEHAVIORS HAVE BENEFITS

Grading:	POINTS
Reference File	200
Designer Challenges (4 x 50 @)	200
Eclass Quizzes (10 x 10@)	100
Classroom Activities (PRS sessions, group work etc.)	115
Final Exam	<u>100</u>
Total Points	715

## INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

### Lose Points:

Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due

### Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## PROFESSIONAL FILE

The compilation of a professional file and journal as partial fulfillment of the requirements for this course will help you to grasp and apply the subject matter within this course. It can serve as a valuable beginning to the professional designer's reference file.

### Warning:

- One notebook may not be large enough to contain your entire file. Multiple notebooks should match in color, format, etc.
- Give some thought as to what will work for you yet be affordable.

### Requirements:

- **All items must be clearly, consistently, and professionally labeled using neat architectural printing or computer-produced labeling and mounted on heavy weight typing paper.**
- Doing the minimum will earn you a C grade, the quality of the work is important.
- Elaborateness is not the goal but neat and usable for the future is essential.
- It should be professionally presented, this is not a scrapbook.
- It should hold up over time. Glue sticks frequently do not hold for long. Plastic sheet protectors work well in a notebook and can work in a file system as well.
- It should be in standard size notebook(s) or file box(es) so that you can use 8 ½ x 11 paper.
- It should be easy to locate individual items or topics. Use tabs in a notebook or hanging file folders in a file box.

### Due Dates:

- Entries should be made in the file as each chapter of the textbook is discussed in class.
- Listed assignments for FILE are due the next class meeting. See Schedule for dates.
- Late Policy Applies.

## ASSIGNMENTS FOR PROFESSIONAL FILE:

### Chapter 2: Elements and Principles of Design – 2 pts @ = 12 points

- Picture of a room that is predominantly an example of
  1. Structural design
  2. Decorative design
  3. Symmetrical or asymmetrical balance
  4. Scale and proportion

5. Rhythm
  6. Emphasis
- a. Clearly label and explain why it is an example

**Chapter 3: Psychology of Color – 2 pts @ = 8 points**

- Picture of a room that demonstrates good use of color that engenders a psychological and physiological association: Explain how each color group is demonstrated.
  1. Red, Yellow or Orange (Warm Group)
  2. Blue, Green or Violet (Cool Group)
  3. Black, Gray or Brown (Achromatic and Neutral)
  4. Your favorite monochromatic color scheme (different from the first three examples) and why you like it.

**Chapter 3: Value Effects of Color – 2 pts @ = 6 points**

- Picture of furniture showing the following (8<sup>th</sup> Edition see figure 3.23 on p. 92 which is figure 3.24 on p. 113 in the 9<sup>th</sup> Edition)
  1. Furniture of light value blends into a similar background
  2. Furniture of dark value placed against a light background producing a contrast
  3. Furniture of light value placed against a dark background creating a more pronounced contrast

**Chapter 4: Construction – 10 points**

- Discuss what the California recommendations/guidelines are for one of these in today's homes. This should not be just a download from the Internet. Creative presentation to keep a client's interest is imperative.
  - a. Insulation
  - b. Earthquake reinforcement
  - c. Acoustics
  - d. Plumbing
  - e. Electrical wiring
  - f. Green design

**Chapter 5: Lighting – 2 pts @ = 8 points**

- Pictures of light fixtures must be clear examples of a particular style and represent 4 different styles.
  1. Two pictures must be wall fixtures and two must be ceiling fixtures
  2. Clearly identify the design style and whether it is for the wall or the ceiling. Describe the type of fixture it is as well, see p.125 in 8<sup>th</sup> edition or p.159 in 9<sup>th</sup> edition.

**Chapter 7: Remodel Floor Plan – 15 points**

- Using the floor plan options given in class, remodel a floor plan to add a bathroom and more storage to the existing structure. Briefly explain why you did what you did!

**Chapter 7: Analyzing Residential Floor Plans – 3 pts @ = 27 points**

- Find a floor plan to represent each of the **nine basic shapes**. See page 188 (8<sup>th</sup>) or 220 (9<sup>th</sup>).
- Under each identify two or more advantages and disadvantages of each.

**Computerized Floor Plan – 30 points**

- Demonstrate competency in selecting an economical and efficiently designed floor plan by designing a year-round family dwelling for a family of four.
  1. Submit your plan, mounted on professional file paper, with accompanying critique considering all features discussed under "Analyzing Residential Floor Plans". Page 188 (8<sup>th</sup>) or 220 (9<sup>th</sup>)
  2. In addition to the critique, compute the total cost of the chosen house by multiplying the total number of square feet by the current cost per square foot in your particular locale. If the plan has a basement or a

second story or both, costs should be checked with a builder or architect. Building costs vary regionally and can even change from month to month.

### **Chapter 8 and History of Style section following Chapter 1: Furniture Styles – 2 pts @ = 16 points**

- Pictures of furniture, accessories or rooms to complete a page of examples for **8 different historic styles**. You select the styles represented.
- Each style should have picture examples of a chair/sofa, a storage piece, and one other piece (bed, table, desk, or accessory) that personifies the style period selected
- Briefly identify the historic context of this furniture style so that someone who has never heard of it will have some idea of when the design developed and why it has that name.
- Briefly describe in words the design features important or even unique to the style period selected.
- Each period should be able to stand alone. Periods should not share paper! You should be able to pull these pages out to show a client what Renaissance furniture looks like versus Rococo or Shabby Chic compared to Italianate for example.

### **Chapter 11: Ceilings – 2 pts @ = 10 points**

- Pictures of **five different types** with brief explanation of their design advantages and disadvantages.

### **Chapter 12: Windows and Window Treatments – 2 pts @ = 18 points**

1. Illustrations of **four window types** - include a comment on advantages/disadvantages to consider.
2. Illustrations to show the effect of the **three soft line window treatments** and identify each.
3. Illustrations to show the effect of the **two hard line window treatments** and identify each.

### **Chapter 12: Doors and Fireplaces – 2 pts @ = 10 points**

- Doors
  - Pictures of French doors, paneled door, bifold door
  - Include possible placement ideas and advantages/disadvantages.
- Fireplaces
  - Picture of a traditional fireplace - state reason(s) it is considered traditional
  - Picture of a modern fireplace - state reason(s) it is considered modern

### **Chapter 13: Design Careers – 15 points**

Internet search of design related careers or personal interview with a person employed in the area of interior design or commercial design. Describe the job, entry-level requirements, experience requirements, and education/licensing requirements. (Refer to Table 1.2 and 1.3 Design Opportunities in the Design Industry.) This information will be shared with classmates on the last day of class. **Late Policy Applies—No Makeups for presentation points.**

### **Classroom Presentation – 15 points**

- Be prepared to share your reference file with the class at the class meeting cited in the schedule.
- Each student will have 3-4 minutes to fill! Be prepared with written notes to submit to Dr. Murray and talk about whatever you are most pleased about!
- **Late Policy Applies—No Makeups for presentation points.**

### **DESIGNER CHALLENGE PROJECTS**

Four Designer Challenges presented during the semester will require you to apply your design knowledge. Each will need a small presentation board in a format that can be added to your professional file. Be prepared to share your professional design presentations with the class at the completion of each project to demonstrate your design development.

Professional design presentation format is your choice—recommend PowerPoint or foam core presentation board(s). **Late Policy Applies—No Makeups for presentation points.**

**Designer Challenge #1 (50 pts)**

*Christian Design: Bring Faith into the Home via Design*

Your client wants ideas for bringing their faith into their personal space. Generate a creative design solution in each of these categories:

1. Structural Design of Building
2. Interior Design of Space
3. Décor Items Selection and Utilization

Illustrate each of your ideas with specific plans and products to incorporate.  
Small group project creating design solutions for bringing faith into the home.

**Designer Challenge #2 (50 pts)**

*More Than Just a Box: A Room for Sisters*

Small group project designing a functional room for two sisters.

**Designer Challenge #3 (50 pts)**

*Renew It: Redesign an Office on Campus*

Small group project to redesign a work space with minimum expenditure and no structural changes.

**Designer Challenge #4 (50 pts)**

*Everything Old is New Again (and Again!): Renovation of an Antique House*

Large group project to design the renovation of an entire home.

**COURSE OUTLINE**

- I. Design Fundamentals
  - A. Elements and Principles of Design
  - B. Color
  - C. Computerized Floor Plans
- II. Building Systems
  - A. Construction, Systems, and Codes
  - B. Lighting, Electrical, and Communications
  - IV. Furnishings, Fabrics, and Background Elements
    - A. Furniture, Fabrics, and Accessories
    - B. Floors
    - C. Ceilings and Walls
    - D. Doors, Windows, and Fireplaces
- III. Space
  - A. Furnishings to Rooms
  - B. Rooms to Buildings
  - V. Interior Design as a Career

**COURSE SCHEDULE**

DATE	TOPIC	ASSIGNMENT/PTS
Jan 8	Introduction Discussion of Course Projects and Requirements Standard Measurements Quiz	5 Activity Points
Jan 10	<b>Eclass Quiz Due before class begins</b> Review of the Elements & Principles of Design	Chapter 2 10 Equiz Points 5 Activity Points
Jan 15	<b>Martin Luther King Jr. Day—No class</b>	
Jan 17	<b>Eclass Quiz Due before class begins</b> Applying the Elements & Principles of Design	Chapter 2 10 Equiz Points

DATE	TOPIC	ASSIGNMENT/PTS
		5 Activity Points
Jan 22	<b>Chapter 2 File Items Due</b> Designer Challenge #1 <i>Christian Design: Bring God into the Home or Workplace via Design</i>	12 FILE Points 5 Activity Points
Jan 24	<b>Eclass Quiz Due before class begins</b> Review of Color Designer Challenge #1 continued	Chapter 3 10 Equiz Points 5 Activity Points
Jan 28	<b>Designer Challenge #1 Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	50 Project Points
Jan 31	<b>Eclass Quiz Due before class begins</b> <b>Chapter 3 File Items Due</b> Construction, Systems and Codes Green Design	Chapter 4 10 Equiz Points 14 FILE Points 5 Activity Points
Feb 5	Construction, Systems and Codes Green Design	Chapter 4 10 Equiz Points 5 Activity Points
Feb 7	<b>Eclass Quiz Due before class begins</b> <b>Chapter 4 File Items Due</b> Lighting, Electrical, and Communications	Chapter 5 10 Equiz Points 10 FILE Points 5 Activity Points
Feb 12	Lighting, Electrical, and Communications	Chapter 5 10 Equiz Points 5 Activity Points
Feb 14	<b>Eclass Quiz Due before class begins</b> <b>Chapter 5 File Items Due</b> Space Planning: Furnishings to Rooms	Chapter 6 10 Equiz Points 8 FILE Points 5 Activity Points
Feb 19	<b>President's Day—No class</b>	
Feb 21	<b>Eclass Quiz Due before class begins</b> Space Planning: Rooms to Buildings Designer Challenge #2 <i>More Than Just a Box: A Room for Sisters</i>	Chapter 7 10 Equiz Points 5 Activity Points
Feb 26	Designer Challenge #2 continued	5 Activity Points



DATE	TOPIC	ASSIGNMENT/PTS
Feb 28	<b>Designer Challenge #2 Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	50 Project Points
Mar 5	<b>Spring Break – No Class</b>	
Mar 7	<b>Spring Break – No Class</b>	
Mar 12	Computerized Floor Plans	5 Activity Points
Mar 14	<b>Eclass Quiz Due before class begins</b> <b>Chapter 7 File Remodel Items Due</b> Computerized Floor Plans continued	Floor Plans & Chap 7 10 Equiz Points 15 FILE Points 5 Activity Points
Mar 19	Computerized Floor Plans continued <b>Chapter 7 File Analyzing Floor Plan Items Due</b>	27 FILE Points 5 Activity Points
Mar 21	<b>Eclass Quiz Due before class begins</b> <b>Chapter 7 File Computer Floor Plan Items Due</b> Furniture and Accessories	History of Style pp.29-61 & Chapter 8 10 Equiz Points 30 FILE Points 5 Activity Points
Mar 26	Backgrounds: Ceilings and Walls <b>Chapter 8 File History Items Due</b>	Chapter 11 10 Equiz Points 16 FILE Points 5 Activity Points
Mar 28	<b>Eclass Quiz Due before class begins</b> <b>Chapter 11 File Items Due</b> Backgrounds: Openings (windows, doors, & fireplaces)	Chapters 11-12 10 Equiz Points 10 FILE Points 5 Activity Points
Apr 2	Backgrounds continued <b>Chapter 12 File Items Due</b>	Chapters 12 28 FILE Points 5 Activity Points
Apr 4	<b>Professional File Presentations Due</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	15 FILE Points

DATE	TOPIC	ASSIGNMENT/PTS
Apr 8	Easter Recess -- No Class	
Apr 11	Designer Challenge #3 <i>Renew It: Redesign an Office on Campus</i>	5 Activity Points
Apr 16	Designer Challenge #3 continued	5 Activity Points
Apr 18	<b>Designer Challenge #3 Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	50 Project Points
Apr 23	Designer Challenge #4	5 Activity Points
Apr 25	Designer Challenge #4 continued	5 Activity Points
Apr 30	<b>Designer Challenge #4 Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	50 Project Points
May 2	Interior Design as a Career—sharing your Internet Results from Professional File Career Search	15 FILE Points
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 7	Wednesday in Evans 112 & 113	10:30 – 12:30

*Department of Family and Consumer Sciences*  
*Food Economics and Culture - FCS 325*  
*Spring 2007*

**INSTRUCTOR:** Margaret Wing-Peterson, MS, RD

**OFFICE LOCATION/HOURS:** Evans Hall 124E  
Immediately after class or by appointment

**COURSE TIME:** Wednesday, 3-5 pm

**COURSE LOCATION:** Evans Hall 112

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**COURSE DESCRIPTION:**

A study of management skills and techniques in planning, preparation, and service of meals in various economic settings. Time, energy, economics, culture, ethnicity and religion are emphasized. Lecture, computer applications and laboratory. Prerequisite: Family and Consumer Sciences 110.

**COURSE OBJECTIVES:**

- At the end of the term, learners will be able to:
1. Describe basic principles of meal planning, including management of time, economic limits and nutritional quality;
  2. Identify fundamental principles of food preparation and their bases;
  3. Compare and contrast how food choices and preparation techniques are affected by culture, including religious practices and health beliefs;
  4. Demonstrate increased skill in the planning and preparation of a wide variety of foods using a variety of preparation techniques and equipment, under a range of economic parameters and cultural patterns;
  5. Identify and apply basic principles of food purchasing; and
  6. Demonstrate safe food handling practices.

**AMERICAN DIETETIC ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD)**

1. Health behaviors and educational needs of diverse populations (3c)
2. Economics and nutrition (3d)
3. Culinary techniques (5c)
4. Sociocultural and ethnic food consumption issues and trends (5d)
5. Food production systems (5j)
6. Graduates will have the knowledge of promotion of pleasurable eating (5m)
7. Applied sensory evaluation of food (5p)
8. Influences of socioeconomic, cultural, and factors on food and nutrition behavior (6h)
9. Translate nutrition needs into food choices and menus for people of diverse cultures and religions (6n)
10. Diversity issues (7n)

## REQUIRED TEXTS

- Kittler, Pamela and Sucher, Kathryn. Food and Culture, 3<sup>rd</sup> Ed. (2001). Wadsworth/Thompson Learning.
- McWilliams, Margaret. Fundamentals of Meal Management, 4th ed. (2005). Pearson Education/Prentice Hall.

## POLICIES AND PROCEDURES

1. Please help optimize your investment in your education by attending class! Attendance will be taken. Full attendance and participation are necessary—and expected—in this laboratory course, and will be used as part of your evaluation. Repeated absences endanger the learning process and are grounds for de-enrollment from the course; see Catalog for details.
2. PLNU students are expected to follow the code of academic honesty and integrity for all coursework. If violated, an “F” will be given in the assignment or course. See the Catalog statement for full details.
3. Quizzes and the final exam will cover lecture/class discussion, assigned reading, and laboratory activities. No make-up quizzes nor the final exam are permitted without a written medical excuse from a physician or dentist. An emergency or compelling situation whereby a student must miss a quiz/exam must be discussed with the instructor PRIOR to the test for permission to reschedule it. Also, it is not possible to make up a missed laboratory session.
4. Written documentation of health or other emergency situations must be given to the instructor upon return to class, and the make-up quiz must be completed within one week of the student’s return to class.
5. Laboratory assignments will **not** be eligible for full credit if turned in after class conclusion on due date. Grade will be reduced 20% for each weekday late thereafter.

## ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

## COURSE GRADING CRITERIA:

	<u>POINTS</u>
2 unit quizzes (50 points each).....	100
Final exam.....	100
Meal Practices Interview.....	10
Grocery Item Cost Comparison.....	15
Food Safety Audit.....	15
Team Oral Presentations and Written Report.....	30
Team Meal Planning Project.....	30
Laboratory Planning Worksheets (10 X 9).....	90
Peer Lab Participation Evaluation.....	<u>10</u>
<b>TOTAL</b>	<b>400</b>

## Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
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A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**GENERAL COURSE SCHEDULE**  
(estimated dates)

Date	Discussion Topic(s)	Preparation (Text Chapters*)
1/12	Introduction; course goals and expectations Principles of meal management: menu planning/ meal patterns Lab activity: Self-Evaluation of Food Habits	FMM 1,3; FC 1
1/19	Principles of meal management: resource management (time, food, energy), food safety Lab activity: costing menus <i>Assignments today: Meal Practices Interview</i> <i>Grocery Item Cost Comparison</i>	FMM 4-5; FMM 11
1/26	Review: Nutrition and Cultural Food Choices Overview: Food and Eating in Religious Practices Lab activity: menu modification practice, small equipment review <i>Assignment due today: Food Safety Audit</i>	FMM 2; FC 2, 4
2/2	Quiz 1 Lab Activity: Food Selection for Purchasing	FMM 6-10
2/9	Cultures of Northern/Southern Europe Lab Activity: Planning for 2/16 lab activity	FC 6
2/16	Lab Activity: Cultures of Northern/Southern Europe	FC 6
2/23	Cultures of Central Europe, Russia and Scandinavia Lab Activity: Planning for 3/2 lab activity	FC 7
3/2	Lab Activity: Cultures Central Europe, Russia and Scandinavia	FC 7
3/9	Spring Break (no class)	
3/16	Cultures of Central/West/South Africa Lab Activity: Planning for 3/23 lab activity	FC 8
3/23 3/30	Lab Activity: Cultures of Central/West/South Africa Quiz 2 Guest Speaker: California Certified Farmers' Markets (tentative)	FC 8

4/6	Cultures of the Middle East/North Africa and Greece	FC 13
	Lab Activity: Planning for 4/13 lab activity	
	<i>Assignment due today: Team Menu Planning Project</i>	
13	Lab Activity: Cultures of the Middle East/North Africa and Greece	FC 13
4/20	Cultures of Asia, Southeast Asia and Pacific Islands	FC 11,12
	Lab Activity: Planning for 4/27 lab activity	
4/27	Lab Activity: Cultures of Asia, Southeast Asia and Pacific Islands	FC 11,12
5/4	Team Presentations: Regional U.S. food habits	
week of 5/9	Final Exam (Monday 5/9 3:30-5:30 pm OR Wednesday 5/11 1-3 pm)	

\* FMM = Fundamentals of Meal Management; FC = Food and Culture

## COURSE OUTLINE:

### I. Introduction to Food Economics and Culture

- A. Course goals and expectations
- B. Characteristics of the "best diet in the world"

### II. Principles of Meal Management

#### A. Establishing Menu Patterns

1. Cultural Beliefs and Food Practices
2. Nutritional Value
  - a. Adequacy of traditional diets vs. typical U.S. diet
  - b. "Healthy Food Guide Pyramid" as an international standard
3. Resources
  - a. Time
  - b. Food budget
  - c. Energy

#### B. Food Safety

#### C. Food Purchase Practices

### II. Food, Culture and Economics in Meal Management

#### A. Northern and Southern European cultures

1. Worldview: ethnicities, religion, health beliefs
2. Traditional food practices: core diet and meal pattern, special foods

#### B. Central Europe, Russia and Scandinavian cultures

1. Worldview: ethnicities, religion, health beliefs
2. Traditional food practices: core diet and meal pattern, special foods

#### C. Central, West and South African Cultures

1. Worldview: ethnicities, religion, health beliefs
2. Traditional food practices: core diet and meal pattern, special foods

#### D. Middle Eastern, North African and Greek Cultures

1. Worldview: ethnicities, religion, health beliefs

2. Traditional food practices: core diet and meal pattern, special foods
- E. Asian, Southeast Asian and Pacific Islander Cultures
1. Worldview: ethnicities, religion, health beliefs
  2. Traditional food practices: core diet and meal pattern, special foods
- F. Regional American Eating Patterns: Northwest, Midwest, South, West, Native American
1. Demographics, ethnic/national origins and acculturation, religion, health beliefs
  2. Traditional food practices: core diets and meal patterns, special foods

**Department of Family and Consumer Sciences**  
*Public Health Nutrition – FCS 330*  
*Fall 2005*

**Instructor:** Margaret Peterson, MS, RD

**Office Location/Hours:** Evans Hall 102,  
Immediately following class or times listed on office door

**Course Location and Time:** Evans 121, 1:30 – 4:00 p.m., Thursday

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**COURSE DESCRIPTION:**

This course focuses on the efforts to improve, promote and maintain the nutritional status, health and well-being of populations through the delivery of services in the local community, state and national levels. Discussion and assignments will address assessment of nutrition status of groups, development of nutrition policy and implementation of nutrition/food programs.

**COURSE OBJECTIVES:**

By the end of the term, students will be able to:

1. Describe the history and core framework of the public health system in the United States and where nutrition services are integrated into the system.
2. Describe the development of national nutrition goals for the public and identify current goals.
3. Identify and use information sources regarding the nutrition status of the U.S. population.
4. Identify at least three programs or resources at the state and national level that address food security/community nutrition education.
5. Identify the role of cultural competence in the delivery of effective community nutrition interventions.
6. Describe the process by which effective community nutrition programs are formulated and evaluated, including the steps in needs assessment, program design, program delivery and evaluation.
7. Identify how motivational interviewing, social marketing and other approaches to consumer behaviors can impact nutrition education/health promotion strategies.
8. Prepare at least two different formats of written or oral communication conveying a nutrition message geared to a community group (e.g., display board, brochure, flyer, PSA, website message)
9. Prepare and deliver a short (10-15 minutes) lesson geared to a consumer group that addresses a nutrition-related need or a problem and its intervention.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR THE ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Lay and technical writing (1b)
2. Media presentations (1c)
3. Counseling theory and methods (1e)
4. Graduates will have knowledge of educational theory and techniques (1g)
5. Public speaking (1i)
6. Educational materials (1j)
7. Use of oral and written communications in presenting an educational session from a group (1k)



8. Explain a public policy position regarding dietetics (1n)
9. Use the current information technologies (1o)
10. General health assessment, e.g, blood pressure, vital signs (2c)
11. Public policy development (3a)
12. Health behaviors and educational needs of diverse populations (3c)
13. Economics and nutrition (3d)
14. Sociocultural and ethnic food consumption issues and trends (5d)
15. Availability of food and nutrition programs in the community (5h)
16. Local, state and national food security policy (5i)
17. Food and nutrition laws/regulations/policies (5n)
18. Food availability and access for the individual, family and community (5o)
19. Evolving methods of assessing health status (6a)
20. Health promotion and disease prevention theories and guidelines (6g)
21. Marketing theory and techniques (7m)
22. Diversity issues (7n)
23. Apply marketing principles (7r)
24. Health care policy administration (8a)
25. Health care delivery systems (8b)
26. Current reimbursement issues, policies and regulations (8c)

**REQUIRED TEXT:**

Boyle MA. Community Nutrition in Action, 3<sup>rd</sup> Ed. Belmont, CA: Wadsworth/Thomson Learning, 2003.

**POLICIES AND PROCEDURES:**

1. Grades for written work will be based on the prescribed guidelines and due dates discussed in class.
2. Class attendance will be taken. Please help optimize your investment in your education by attending class! Tests will cover class material, assigned text readings and any additional reading material assigned.
3. An emergency or compelling situation whereby a student must miss an exam must be discussed with the instructor PRIOR to the exam for permission to reschedule the test. Written documentation of health or other emergency situations must be given to the instructor upon return to class, and the make-up exam must be completed within one week of the student's return to class.
4. Assignments will **not** be eligible for full credit if turned in after class conclusion on due date. Grade will be reduced 25% for each day late thereafter.

**ACADEMIC ACCOMMODATIONS:**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

**COURSE GRADING CRITERIA:**

Your course grade will be derived from 2 exams, the final exam and assigned projects. Exams will be based primarily on lecture material; lecture content parallels text and other readings assigned. Exams will be primarily multiple choice, matching and short-answer questions. Approximately half of the final exam will cover the material since the previous regularly scheduled exam, and half will cover information covered since the beginning of the term. Students who arrive late for an exam will have until the end of the class period to complete the test (ie, sorry, no extra time given).

## Grading

		Possible Points
2 exams @ 50 points		100
final exam		50
nutrition website evaluation		20
health food store visit report		20
field experience observations summary	30	
educational display (team project)	20	
informational flyer/brochure (team project)		20
nutrition lesson and presentation	20	
consumer newsletter article		<u>20</u>
		300

## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## GENERAL COURSE SCHEDULE

Date	Session Topic(s)	Preparation for Discussion (text chapters)
1/15	Introduction and Course Overview Public Health and Public Health Nutrition, Past, Present and Future: Health and Nutrition Status of Americans, Healthy People 2010	1
1/22	Nutrition Surveillance Dietary Guidelines for Americans and Guidance Systems Food Insecurity and Food Assistance	3 3 4
1/29	Cultural Competence in Community Nutrition Principles of Epidemiology and the Basis for Program Interventions	2 7
2/5	Forming Public Nutrition Policy Health Care Issues: Access, Delivery, Reform	5 6
2/12	(Tentative) Field Trip: County of San Diego Health and Human Services	

Agency, "panel" presentations

2/19	(Tentative) Field Trip: Neighborhood House Association Head Start	
2/26	Exam 1 (first half class) (Tentative) Field Trip: PLNU Mid-City Health Clinic	
3/4	Population Needs Assessment	12-13
	Needs-Based Program Planning for Success	14
	Designing and Delivering Community Nutrition Interventions for Success	15,18
3/11	Spring Break!	
3/18	Designing and Delivering Community Nutrition Interventions for Success (continued)	15,18
	Nutrition Education and Health Promotion Strategies	16,17
3/25	Exam 2 (first half class)	
	3/27 Saturday: PLNU Mid-City Wellness Fair 10 am-2 pm	
4/1	Class presentations	
4/8	Easter Recess starts!	
4/15, 4/22	Evidence-Based Interventions for the Population	9-11
4/29	Funding	19
5/6	(Tentative) Field Trip: WIC Program or San Diego Food Bank	

**Department of Family and Consumer Sciences**  
*Nutrition Research Throughout the Life Cycle – FCS 335*  
*Fall 2005*

**Instructor:** Cindy Swann, MS, RD, CDE

**Office Location/Hours:** Evans Hall 134  
Immediately following class or times listed on office door

**Contact:** Voice Mail = x2351  
Email = [cswann@ptloma.edu](mailto:cswann@ptloma.edu)

**Course Location and Time:** Evans 112, 12:30 - 1:20 pm; Mon and Wed

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**COURSE DESCRIPTION:**

This course will combine two main areas of study. One area will be the study of nutrition specifically applied to the stages of human development and the life cycle. The second area will be studying the design and mechanics of research so that useful data can be obtained to expand the body of nutrition science. Current scientific literature will be reviewed and applicable research methodologies discussed. The role of statistics in scientific research will be reviewed.

**COURSE OBJECTIVES:**

As a result of participation in this course, students should:

1. Know the nutritive needs of humans in the fetal, infant, child adolescent, adult and elderly stages of life.
2. Be able to describe the factors which alter nutrient needs at each stage.
3. Be able to describe the factors that influence dietary intake at each stage.
4. Be able to identify strategies to enable nutritive needs to be met at each stage.
5. Describe basic types of research studies that can be used to study nutrition science.
6. Interpret, evaluate and synthesize current nutrition research literature to formulate appropriate conclusions;
7. Describe and explain how basic types of data analysis are used in inferential statistics;
8. Be able to conduct oral presentations on journal article pertaining to life cycle stages.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Use of oral and written communications in presenting an educational session from a group. (1j)
2. Use the current information technologies (1n)
3. Fluid and electrolyte requirements (2j)
4. Health behaviors and educational needs of diverse populations. (3c)
5. Research methodologies (4a)
6. Outcomes based research (4c)

7. Scientific method (4d)
8. Interpret current research (4f)
9. Interpret basic statistics (4g)
10. Role of food in promotion of health lifestyle (5l)
11. Influence of age, growth, and normal development on nutritional requirements. (6b)
12. Ability to determine nutrient requirements across the life span (6m)

### REQUIRED TEXT:

Holcomb, Z. **Interpreting Basic Statistics**, 4<sup>th</sup> ed. Glendale, CA: Pyczak Publishing, 2004.  
 Brown, Judith. **Nutrition Through the Life Cycle**. Wadsworth/Thomson Learning, CA. 2002.

### POLICIES AND PROCEDURES:

1. Attendance is expected at every session. Your full attendance and participation is expected since they constitute part of your integrated clinical experiences, and will be used as one criteria for evaluation. If absent, you will be required to obtain the missed information on your own. Class attendance will be taken. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See *Catalog* for full details.
2. PLNU rules on academic honesty apply to this course. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* statement for full details.
3. All assigned work is due during the class period on the date assigned. Late work is subject to a 50% deduction if not turned in by the end of class.
4. Exams will cover class material, assigned text readings, and additional reading material from journal article reviews and oral presentations.
5. An emergency or compelling situation whereby a student must miss an exam or presentation must be discussed with the instructor PRIOR to the exam for permission to reschedule it. Written documentation of health or other emergency situations must be given to the instructor upon return to class, and the make-up exam or presentation must be completed within one week of the student's return to class.

### ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

### COURSE GRADING CRITERIA:

2 midterm exams @ 100 pts. each	200 pts.
Meal Plan Project	150 pts.
Journal Review Notebook (6 articles)	150 pts.

Statistic Workbook @ 10 pts. each	350 pts
Final exam (last 1/3 of material)	<u>100 pts.</u>
Total	950 pts.

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

EXPLANATION OF REQUIREMENTS:

Midterm Exams:

There will be two midterm exams, worth 100 points each. They will consist of multiple choice, true/false, matching and short answer questions. Exams will cover all lecture information, and material from readings assignments in the required text and journal article reviews. No make-up exams will be allowed unless permission is received BEFORE the exam time.

Final Exam:

The final exam will cover the last section of lectures and readings, as well as statistical workbook assignments.

Journal Article Review:

We will be studying other resources on the lifecycle topics besides our textbook. At the end of the semester, a notebook containing 6 research articles will be submitted. These articles must be from a referred journal within the last 3 years and cover each of the life cycle topics (pregnancy, lactation, infancy, childhood, adolescence, elderly; one from each area of study). Copy the article, write a brief summary of the research, including the type of study conducted, a description of the methodology used, the meaning of the statistical data reported (which data was statistically significant), and a brief conclusion. On the due date, be prepared to orally present one or two of the articles in your notebook (your oral presentation will be part of your grade).

Meal Plan Project:

The purpose of this paper is to research a specific population and to develop menus based on ALL of the food needed by the defined group. You must examine not only WHAT is eaten, but also why certain foods are eaten by this population. The characteristics used to define the group must be substantiated in the literature.

The paper will consist of SIX parts:

- A. Introduction: This is a brief review of the literature on your chosen population. The introduction will define some hypothetical group. Examples of appropriate populations are: 12 yr. old overweight girls; 15 yr. old male soccer team; sedentary male college students, aged 19-22; pregnant women (define age) who are vegans; elderly single males (define age) living on a fixed income. There are many other possibilities. You may choose a homogeneous group of individuals, or a complex group such as a family. Disease states requiring therapeutic diets are beyond the scope of this class and MAY NOT be selected. You must have your population approved by your instructor. Some points to consider in the introduction are: age, gender, body size, income, season of year that menus are being written for, region of inhabitation, ethnic origin, religious preference, education level, economic status, physical limitations and demands, nutritional needs, time and skill for food planning and preparation, and any other characteristics that might affect food habits and choices. A minimum of 5 references is required and of them 3 must be taken from recent (2001 or later) referred journals.
- B. Menu Plans: Plan menus for one week based on the characteristics of the group defined in the introduction. Breakfast, lunch, dinner and snacks are to be planned unless another pattern is used by the selected group and explained in the introduction. Menus should be typewritten in the following format:

Appetizer  
Entree  
Starch  
Vegetable  
Salad  
Bread  
Dessert  
Beverage

Menus need to be written so as to be appealing, appetizing and show creativity.

- C. Nutrient Analysis: Analyze two days of menus by recording totals for the following nutrients: kcals, protein, carbohydrate, fat, iron, calcium, vitamin A, vitamin C, sodium, zinc and folacin. You may include additional nutrients (fiber, vitamin B-12, etc.) if you feel it is important in your particular population. You may use published analysis tables (i.e., USDA Handbook #456; Pennington, Bowes & Church), a computerized nutritional analysis program, food labels, as well as other references for finding nutrient content of foods. If you choose a family, you must meet the RDA levels for the individual who requires the highest level.

Change the original menus, if necessary, to meet the RDA standards stipulated for your population group. The rationale for the changes should be addressed in the discussion section of the paper. Submit the final menus with the calculations. DO NOT submit calculations for the original menus, although you may include the original menus in the appendices.

- D. Menu Costing: Choose one of the four weekly USDA Food Cost Plans, and figure the daily food cost plan for your population. Choose one day's menu and cost the items served to prove that you stayed within your budgeted amount. Your table should include the following information: food item (include brand name), purchase size, purchase price, amount served, cost per serving. Total the cost per serving column and compare this amount to your budgeted amount in the text of the paper.

- E. Discussion and Summary: Relate the analysis of percent of RDA's met and menu choices to requirements defined in the introduction. Are the planned menus acceptable, feasible, attractive, and nutritionally adequate for your hypothetical group? Do they take into consideration the skills and financial resources of the defined group? Were the original menus acceptable? Did you meet the budget? What kind of adjustments did they require?

Be sure to include a brief summary of the paper. A well written paper should read more like a circle than a straight line. That is, the discussion and summary should directly and clearly relate back to the group you defined in the introduction.

- F. Bibliography: Use the number style when referencing your paper. The bibliography page should be written in the format used in *Journal of The American Dietetics Association*.

NOTE: The meal plan project is a major course requirement. FAILURE TO COMPLETE THE PROJECT AUTOMATICALLY LOWERS THE FINAL COURSE GRADE BY AT LEAST ONE LETTER GRADE.

All projects are due by the date given on the class schedule. Late papers must be submitted to the FCS office, stamped with the date turned in, and put in the instructor's mailbox. For each day late, 10% of the grade will be deducted.

**PLAGIARISM OF ANY FORM WILL NOT BE TOLERATED IN THIS CLASS!**

## TENTATIVE SCHEDULE

8/22, 8/24	Lifecycle Introduction/Research Overview Statistic Glossary	Brown: Chp 1,2,3
8/29, 8/31	Preconception/Pregnancy Types of Research	Brown: Chp. 4,5
9/05, 9/07	Holiday/Pregnancy (cont)	Holcomb: 1,2,3
9/12, 9/14	Preg/Nutrition During Lactation	Brown: Chp. 6,7 Holcomb: 4,5,6
9/19, 9/21	Lactation (cont)	Holcomb: 7,8,9
9/26, 9/28	Catch-Up/EXAM 1	Holcomb: 10,11,12
10/03, 10/05	Nutrition During Infancy	Brown: Chp. 8,9 Holcomb: 15,16,17
10/10, 10/12	Infancy continued	
10/17, 10/19	Nutrition During Childhood	Brown: Chp. 10-13 Holcomb: 19,20,24,25



10/24, 10/26	Childhood (cont)	Holcomb: 31,32,33
10/31, 11/02	EXAM 2/ Nutrition During Adolescence	Brown: Chp 14,15 Holcomb: 34,35,36
11/07, 11/09	Teens (cont.)	Holcomb: 42,44
11/14, 11/16	Teens/Nutrition and the Aging Process 11/16 MEAL PLAN PROJECT DUE	Brown: Chp. 18,19 Holcomb: 47,48
11/21	Seniors (cont.)	
11/23	Thanksgiving Holiday!	
11/28, 11/30	Seniors (cont)	
12/05, 12/07	Journal Article Review Due/ Catch-Up, Review	
12/12	FINAL EXAM - Monday, 10:30 am - 12:30 pm	

**Department of Family and Consumer Sciences**  
*Nutrition for Women's Well-Being – FCS 340*  
*Spring 2007*

**Instructor:** Margaret Wing-Peterson, MS, RD

**Office Location/Hours:** Evans Hall 133,  
immediately following class or by appointment  
Phone 619.849.2366; email: mwpeters@pointloma.edu

**Course Location and Time:** Evans 121, MW 11:00 -11:50 a.m.

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**COURSE DESCRIPTION:**

This course surveys the current scientific understanding of gender-based differences in health, focusing on women's health. Discussion will emphasize nutrition as a means of promoting health and well-being for females throughout the lifecycle. The course will also examine the role nutrition can play in the prevention and treatment of conditions that commonly effect women, including cardiovascular disease, cancers, Type II diabetes, osteoporosis, disordered eating and menopausal discomfort.

**COURSE OBJECTIVES:**

By the end of the term, learners will be able to:

1. compare and contrast the current status of women's health with men's health in the U.S.;
2. describe at least three diseases/health conditions that significantly effect women's health and mortality;
3. identify foods that can help treat or prevent these disease or health conditions;
4. explain how general good health and well-being in women are optimized or diminished by four or more dietary practices or food patterns; and
5. identify at least two nutrients and good food sources of each that are important in a woman's lifecycle stages of pregnancy/lactation, adolescence, and early and late adulthood.

**REQUIRED TEXT:**

Alexander LL, LaRosa JH, Bader H, Garfield S. *New Dimensions in Women's Health*, 3<sup>rd</sup> Ed. Sudbury, MA: Jones and Bartlett Publishers. 2004.

**POLICIES AND PROCEDURES:**

1. Class attendance will be taken. Help yourself to make the most of your investment in your education by attending class! University policy states that a written report be sent to the Vice-Provost when accumulated absences exceed 10 percent (more than 3 classes in this case), which may result in de-enrollment. More than 20 percent missed is cause for automatic de-enrollment.
2. Course information and announcements will be available on Eclass; check it and your ptloma.edu email regularly for any new postings or communications.

continued, next page

## **POLICIES AND PROCEDURES, continued**

3. You are a contributor to the learning environment for all. Cell phone calls and private conversations are distracting and disruptive to your classmates and the instructor. Please keep electronic devices turned off during class.
4. Re: make-up exams, attendance and due dates - urgencies and emergencies will be considered on a case-by-case basis. If they happen to you, communicate promptly, privately and honestly; please don't take advantage of the instructor's goodwill! Documentation may be requested.
5. An assignment will not be eligible for full credit if turned in more than 24 hours after due date; 20% of points will then be deducted from the grade earned for each class meeting it is late.

## **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## **COURSE GRADING CRITERIA:**

Your course grade will be derived from 3 exams (2 and the final) and assigned projects. Exams will be based primarily on lecture material; lecture content parallels text and other readings assigned. Exams will be primarily multiple choice, matching and short-answer questions. Approximately half of the final exam will cover the material since the previous regularly scheduled exam, and half will cover information covered since the beginning of the term. Students who arrive late for an exam will have until the end of the class period to complete the test (ie, sorry, no extra time given).

## **GRADING:**

	<i>Value</i>
2 Exams @ 100 points each	200
Final exam	120
Eclass quizzes	75
Changing Food Behavior Trial (1/24/07)	20
Weight Manager Interview (2/7/07)	20
Calcium Self-Assessment (4/18/07)	<u>15</u>
<i>Total Possible</i>	450

# GRADE DISTRIBUTION

PERCENTAGE		PERCENTAGE	
GRADE	RANGE	GRADE	RANGE
A	$\geq 93\%$	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	$\leq 59\%$

**GENERAL COURSE SCHEDULE**  
(estimated dates)

<b>Dates</b>	<b>Class Topics</b>	<b>Text Chapters</b>
1/8	Introduction to course; status of American women's health	1
1/10	Overview: disease prevention and health issues in the life stages Evidence for nutrition guidelines: health research and info sources	3
1/15	<b>Martin Luther King, Jr. Day – no class</b>	
1/17-1/24	Food, nutrient adequacy and nutrition issues, ie, "normal" nutrition for women <u>Changing Food Behavior Trial due 1/24/07</u>	9: pp 286-301
1/29-2/5	Nutrition and a physically active lifestyle; Maintaining a healthy weight <u>Weight Manager Interview due 2/7/07</u>	9: pp 301-328
2/7-2/12	Selected lifestyle behaviors and their effect on women's health and nutrition status: tobacco, alcohol  <i>Exam 1 2/14/07</i>	13: pp 474-498
2/19	<b>President's Day – no class</b>	
2/21-2/28	Nutrition in the female lifecycle: pregnancy/lactation	6: pp175-190, 202-205, 210-214
3/5-3/9	<b>Spring Recess – no classes</b>	
3/12-3/21	Nutrition in the female lifecycle: adolescence/young adulthood Nutrition, Premenstrual Syndrome, oral contraceptives and disordered eating	4: pp111-114, 99-103; 5: pp134-141 12: pp 441-449
3/26-3/28	Nutrition in the female lifecycle: late adulthood Nutrition, Menopause and Hormone Replacement  <i>Exam 2 4/2/07</i>	8
4/4	Phytopharmacy, "functional foods" and women's health	eClass materials
4/5-4/9	<b>Easter Break – no classes</b>	
4/11	Phytopharmacy and women's health, continued	eClass materials

Continued, next page

4/16-18 Nutrition and chronic disease in women:  
Cardiovascular conditions - hyperlipidemias, hypertension 10: pp 337-362  
Type II Diabetes Mellitus 11: pp 409-412  
Calcium Self-Assessment due 4/18/07:

4/23-4/30 Cancers 10: pp 363-388

5/2 Osteoporosis 11: pp 399-404

*Final Exam Monday, 5/7/07 10:30 am - 12:30 pm*

## COURSE OUTLINE

### FCS 340 – NUTRITION FOR WOMEN'S WELL-BEING

- I. Introduction to Health Issues in Women's Well-Being
  - A. Status of women's health vs. men's health
  - B. Status of the research into women's health
  - C. Current evidence base for health recommendations
  - D. Reliability of nutrition information sources
  
- II. Food, Nutrient Adequacy and Nutrition Issues, ie, "Normal Nutrition"
  - A. Major Calorie-containing nutrients, ie, the "macronutrients"
  - B. Key vitamins and minerals
  - C. Water
  - D. MyPyramid and other food guides for good health
  
- III. Physical Activity in Health Maintenance and Energy Balance
  - A. Basics for an active health-promoting lifestyle
  - B. Realities of energy metabolism and weight maintenance
  - C. Optimal food patterns and behaviors for weight control
  
- IV. Lifestyle Choices and Effects on Women's Health and Nutrition Status
  - A. Tobacco use
  - B. Alcohol consumption
  
- V. Nutrition in a Woman's Lifecycle: Pregnancy and Lactation
  - A. Overview: critical periods of growth and development
  - B. Nutrient and food needs during pregnancy
  - C. Nutrient and food needs to support lactation
  
- VI. Nutrition in a Woman's Lifecycle: Adolescence/Young Adulthood
  - A. Physiological changes in puberty and special nutrient concerns
  - B. Food choices in the treatment of Premenstrual Syndrome
  - C. Nutrition implications of oral contraceptive use
  - D. "Disordered" eating patterns: Bulimia Nervosa, Anorexia Nervosa, Binge Eating
  
- VII. Nutrition in a Woman's Lifecycle: Mature Adulthood
  - A. General review of menopause physiology
  - B. Current evidence-based lifestyle recommendations, including diet
  - C. Current evidence-based recommendations for hormone replacement

VIII. "Phytopharmacy," "Functional Foods" and Women's Health

- A. CAM ("Complementary and Alternative Medicine") Overview: Botanicals, Herbals and Other Dietary Supplements
- B. Products/their claims for women's health promotion

IX. Nutrition and Chronic Disease in Women

- A. Cardiovascular conditions
- B. Type II Diabetes Mellitus
- C. Cancer
- D. Osteoporosis



**Department of Family and Consumer Sciences**  
*Consumer Economics FCS 350*  
*Fall 2005*

**INSTRUCTOR:** Sandy Foster

**OFFICE LOCATION/HOURS:** Evans 102 849-2228

**COURSE TIME:** 3:00 – 6:10 Thursday

**COURSE LOCATION:** Evans 114  
August 25 – October 13, 2005

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**COURSE DESCRIPTION:**

Consideration of marketing functions and structure from the standpoint of the consumer. Emphasis on standards for the selection of consumer goods and protection of the consumer, with consideration to customer values, and motivation.

**COURSE OBJECTIVES:**

1. Identify economic, political, social, cultural, technological, and environmental factors influencing consumer choices.
2. Utilize the rational decision-making model for consumer decisions.
3. Locate and evaluate the usefulness of consumer information pertaining to expenditures for consumer goods and services by demonstrating an awareness of information in print available to consumers and developing an ability to analyze product information.
4. Compare the purpose and costs of different forms of credit, transportation, insurance, investments, and financial services.
5. Understand and be able to exercise consumer rights through acknowledgment of consumer legislation; public and private sources of consumer information and protection; and methods of redress for consumer problems.
6. Identify alternatives in consumer buying.
7. Provide information for the study of features which contribute to product safety, convenience, and appearance.

**REQUIRED TEXT:**

Roger Miller, Alan Stafford, *Economic Issues for Consumers, 10<sup>th</sup> ed.* Wadsworth Publishing Co., 2003

**POLICIES AND PROCEDURES:**

1. Attendance and Participation: Attendance and class participation are essential to the instructional method. Attendance policy as stated in the 2005-2006 catalog (pg. 55; 1 class) will be followed. (32 points)
2. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* for full details.

## ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

## COURSE ASSIGNMENTS AND GRADING CRITERIA:

Grading:

1. Two News Analysis: Select a news article presenting the *consumers'* perspective on the assigned topic. (Articles should have been published within the last six months.)

Topic (choose two)

- #1 Consumer protection
- #2 Environmental issues
- #3 Fraud
- #4 Social Security

Use the outline below to write your analysis.

- I. Topic:
- II. Article title/author
- III. Source: periodical, date, pages
- IV. Summary: Write 3-5 sentences presenting the main facts (your own words)
- V. Analysis: Discuss implication for individuals, organizations, the economy, and society
- VI. Attach a copy of the article (20 points each)

2. Personal Consumer Project:

Objective: To incorporate the class objectives into meaningful and practical experience.

Assignment: Do one complete research project on a consumer service or a consumer good. Each paper must be typed.

Research Design: (200 points)

1. State consumer good and/or services to be investigated. Include brief explanation.
2. State what to look for in a desirable product of service. Include both desirable and undesirable points and/or advantages and disadvantages of product characteristics.
3. Investigate and compare products or services available on the market. Include in this section brands, manufacturers, prices, businesses offering these products, quality, and any other points that could be used in decision making. (Possible credit available or warranties.)
4. State any known fraudulent practices or businesses connected with this service or good.
5. Evaluate advertising in the area of your project and give examples.
6. Explore the avenues of complaints should the product or service be unsatisfactory.
7. Include suggestion for preventive maintenance (if applicable).
8. Write a paragraph summarizing your finding which could be used as a news release.
9. Include and pertinent information not covered in previous parts.
10. Give your conclusions or summary. Include choice and reason.
11. Annotated bibliography - minimum of six entries. (Sales people may be used as a reference.)

3. Quiz covering speakers and readings. (50 points)

4. Participation in classroom activities as assigned.
5. Group Project: (40 points)

Work in groups of 2.

A chapter will be assigned to each group.

Group will present to class on the day the chapter is assigned. Special information is to supplement the text. (Refer to class objectives 1 and 3.) Information that seems to be the most valuable.

Develop a handout for the class with information you feel is important i.e., source of consumer information available (complete address, etc.), types of fraud that are commonly associated with this area, etc. A "yellow pages" for your topic. Include consumer tips for the class.

6. Unit examinations (approximately 3 exams 80 -90 points each)

**Grade Distribution:**

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**COURSE OVERVIEW:**

WEEK	LECTURE TOPIC	ASSIGNMENT
1	Chapter 1 & 2	
2	Chapter 3 & 4	
3	(Test) Group Work for presentations and reports	
4	Chapters 5, 6, 7	
5	(Test – Chapters 5-8) Chapters 8, 9, 10	
6	Chapters 11, 12, 13	
7	Chapters 14, 15, 16	
8	(Test – Chapters 9 – 19) Chapters 17, 18 Reports	
<b>COMPREHENSIVE FINAL EXAMINATION</b>		

## COURSE OUTLINE:

- I. Consumers
  - A. Rational decision making
  - B. Economic system and consumer role
  - C. Advertising and consumer decisions
- II. Technology and Consumerism
  - A. Internet influence
  - B. Shopping on the Internet
- III. Consumer Protection
  - A. Sources of consumer protection
  - B. Deception and fraud
  - C. Consumer responsibilities
- IV. Choosing a Career
- V. Paying for Government
  - A. Taxes and government
  - B. Government spending
- VI. Planning for Financial Security
  - A. Budgeting process
  - B. Banking services
  - C. Savings
  - D. Investing
    1. Basics
    2. Research investments
- VII. Credit
  - A. Rights and responsibilities
  - B. Sources
  - C. Credit reporting
  - D. Maintaining good credit
- VIII. Budget Essential
  - A. Food
  - B. Clothes
  - C. Recreation
  - D. Transportation
  - E. Housing
- IX. Sharing the Risks
  - A. Insurance basics
  - B. Auto insurance
  - C. Home insurance
  - D. Health insurance
  - E. Life insurance
- X. Choose Services
  - A. Health care providers
  - B. Legal service providers
  - C. Government assistance
- XI. Global Economy

**Department of Family Consumer Sciences**  
*Development of Children with Special Needs – FCS 355*  
*Spring 2007*

**INSTRUCTOR:** Susan DeCristofaro Rogers

**COURSE TIME:** 8:30-9:45 am Tuesday/Thursday

**COURSE LOCATION:** EVANS 122

**OFFICE LOCATION/HOURS:** EVANS 102  
Office hours are listed on office door

**EMAIL/PHONE** [srogers@pointloma.edu](mailto:srogers@pointloma.edu) (858) 793-5317

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**COURSE DESCRIPTION:**

The study of strategies of guiding children with special needs. The role of the adults influencing the child's social, emotional, cognitive and physical growth and development are investigated. Family systems theories and educational methods, environments and programs are explored as it relates to the special needs child's developmental stages. A wide variety of children's exceptionalities are included: giftedness, physical challenges, learning disabilities and behavior disorders. Observation, field experiences, and visitations to community educational facilities are required. Fifteen hours for field experience.

**COURSE OBJECTIVES:**

1. Identify and describe the common physical, mental, social and emotional disabilities and developmental dysfunctions.
2. Identify environmental influences on children with special needs.
3. Describe the varying assessments available to determine the particular needs of children with special needs.
4. Investigate special education programs and curriculum available for children with special needs.
5. Evaluate the effects of family systems and cultural patterns on disabled children.
6. Define the role of the educators and parents in inclusion setting.
7. Identify community programs, resources and agencies available to assist the special needs child and its family.
8. Increase knowledge and skill in recognizing academic strengths and weaknesses, perceptual characteristics, and preferred learning styles of persons with disabilities.
9. Increase knowledge and skill of brain-compatible learning issues, learning styles, and theory of intelligence.
10. Recognize differences and similarities of persons with disabilities and non-disabled persons.
11. Provide opportunity for fieldwork and interaction with children, youth, and adults with disabilities in a variety of settings.

## **REQUIRED TEXT:**

Hunt, Nancy and Marshall, Kathleen *Exceptional Children and Youth* (4<sup>th</sup> Ed). Houghton Mifflin Company 2005

Stacey, Patricia *The Boy Who Loved Windows*. Da Capo Press 2003

## **POLICIES AND PROCEDURES:**

Regular attendance and in-class participation: Students are expected to attend class regularly and participate in class discussions and projects. Please contact instructor before class if you know that you will be unable to attend class! Student participation and attendance will be reflected in final course grading. More than two absences and/or missing and not making up one class group/activity will result in a decrease in the final semester grade.

## **ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## **COURSE REQUIREMENTS:**

Exams: Four exams will be given during the semester. Students absent the day of the exam will be given a grade of zero for the exam unless arrangements had been made with instructor. (60 points each)

### Reflective Journal:

Part 1: Book "The Boy Who Loved Windows" by Patricia Stacey. Reading and reflective questions to be answered as one journeys through the book.

Part 2: Document all observations/participation in a personal journal of how it is affecting you. What are you learning, thinking...

Part 3: Reflective Writing. To be kept on all speakers and class activities

Dates of collection will be:

(50 points each for a total of 150 points)

Group Project: Each group is to research and develop a short presentation of a specific disability. The group is to develop with the instructor an activity or provide a speaker that will help engage the class into understanding the disability at a different level. Groups will supply class with handouts and will cite research references used. References need to not be older than 5 years and each group needs 5 references. (150 points)

Media Review: Review four different media portrayals of individuals with disabilities. Films and books are acceptable. This should be done on the book/film report form. ( 60 points)

Field Work: Complete 20 hours of observation/participation with a(n) exceptional student(s) or person(s) with a disability. Use fieldwork observation/participation form to document hours. (100 points)

Final Project: To be announced. (150 points)

**COURSE GRADING CRITERIA:**

Reflective Journal	50 points each/total 150 points
Group Project	150 points
Media Review	15 points each / total 60 points
Field Work	100 points
Exams	60 points each/total 240 points
Final Project	150 points
Total	850 points

**Class Schedule and Assignment Due Dates**

January 9 (T)	Welcome: Overview of Course Introduction to Special Education: The Special Needs Child
January 11 (Th)	Pro's and Con's of Labeling: Past and Present Video: VC 0201 How Difficult Can It Be
January 16 (T)	Individualized Education Video: VC 3606 Every Child Deserves a Chance Chapter 1 Hunt
January 18 (Th)	Risk Factors and Early Intervention Chapter 2 Hunt
January 23 (T)	Families and Culture Chapter 3 Hunt
January 25 (Th)	Family Systems Video: VC 982 Somedays Child
January 30 (T)	The Role of the Family in Special Education Services Video: VC 2356 Parenting Children with Special Needs
February 1 (Th)	Test Chapters 1-3
February 6 (T)	Children with Learning Disabilities Chapter 4 Hunt Video: VC 3581 Understanding Learning Disabilities

- February 8 (Th) Dyslexia  
Chapter 4 Hunt  
Video VC 0475 Learning The Hard Way  
DVD 0154 Dyslexia: A Different Kind of Mind
- February 13 (T) Group 1 and Guest/Activity  
Chapter 4
- February 15 (Th) Children with Mental Retardation  
Chapter 5  
Video: VC 3802 Educating Peter
- February 20 (T) Group 2 and Guest/Activity  
Chapter 5
- February 22 (Th) Children with Severe Disabilities; Effects on the Family/Teaching  
Strategies  
Chapter 6  
Final Project to be presented to class
- February 27 (T) Group 3 and Guest/Activity  
Chapter 6
- March 1 (Th) Test 2 Chapter 4-6 Hunt
- March 6 – 10 **SPRING BREAK**
- March 13 (T) Children with Behavior Disorders  
Chapter 7  
**Reflective Journal Collection**  
Video: VC 1243 The World of Abnormal Psychology: Behavior  
Disorders of Childhood  
Attention Deficit Disorder (ADD/ADHD)  
Video: VC 2420 Medication for ADD
- March 15 (Th) Group 4 Guest/Activity  
Chapter 7
- March 20 (T) Children with Autism  
Chapter 8  
Video: VC 798 Reaching the Child Within
- March 22 (Th) Group 5 Guest/Activity  
Chapter 8  
**Media Review Due**
- March 27 (T) Children with Communication Disorders  
Chapter 9  
DVD 0153 Overcoming Children's Language Problems



March 29 (Th)	Group 6 Guest/Activity Chapter 9
April 3 (T)	Test 3 Chapter 7 – 9 Hunt
April 5 (Th)	No School Easter Break
April 10 (T)	Children Who Are Deaf and Hard of Hearing Chapter 10 DVD 0155 Understanding Hearing Loss
April 12 (Th)	Question Day and References
April 17 (T)	Group 7 and Guest/Activity Chapter 10 <b>Reflective Journal Collection</b>
April 19 (Th)	Children Who Are Blind or Have Low Vision Chapter 11 DVD 0156 Overcoming Problems With Speech, Hearing and Vision
April 24 (T)	Group 8 and Guest/Activity Chapter 11
April 26 (Th)	Children with Physical Disabilities and Health Impairments Chapter 12
May 1 (T)	Group 9 and Guest /Activity Chapter 12 <b>Collect Fieldwork Hours Forms</b>
May 3 (Th)	Test 4 Chapters 10 – 12 Hunt <b>Reflective Journal Collection</b>
<b>May 5 (Saturday)</b>	<b>Special Olympics</b>
Final TBA	Final Project Collected and Presented

**Department of Family and Consumer Sciences**  
*Interior Design Materials, Lighting and Residential Equipment FCS 360*  
*Fall 2005*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., [nancymurray@pointloma.edu](mailto:nancymurray@pointloma.edu)

**COURSE TIME:** 11:00 am – 11:50 am, Monday and Wednesday

**COURSE LOCATION:** Evans 112-113

**OFFICE LOCATION/HOURS** Evans 132/Mon 10:30-11:00am & 2:30-4:30pm; Tue 10:30-11:00am & 3:30-4:30pm; Wed 10:30-11:00am & 1:30-4:30pm (except 3<sup>rd</sup> Wed of month); Thu 10:30-11:00am; and by appointment

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**COURSE DESCRIPTION**

The study of the materials and components used in the decoration and design of residential interiors with an emphasis on lighting design as applied to the home environment. A survey of equipment and technological systems in a residential environment is included in this course. Computer applications required.

**COURSE OBJECTIVES**

1. Analyze residential and institutional equipment design and appearance based upon functionality, materials used in construction, physical properties, care requirements and safety.
2. Design a functional, energy efficient kitchen.
3. Recognize and compare quality characteristics of materials and components of interior architecture and design.
4. Apply the elements and principles of good design in utilizing appropriate materials and components suited to an interior's function and purpose.
5. Design and evaluate well-planned lighting as it relates to the function and beauty of a room.
6. Create effective interior design visual presentations.

**REQUIRED TEXT**

*Materials & Components of Interior Architecture* by J. Rosemary Riggs, Prentice Hall c. 2003  
Consider using *Residential Planning and Design* by Ireland as a text or resource for me—instructor's guide in Interior Design file on laptop

**RECOMMENDED TEXT FROM FCS 115**

*Interior Design Visual Presentation 2<sup>nd</sup> ed.* by Maureen Mitton, Wiley c. 2004

**REQUIRED SUPPLIES**

May include but not limited to presentation boards, 3 ring notebook(s) or file box(es), graph paper, rubber cement/glue stick, plastic sheet protectors, scissors, magazines, color swatches, paints, and colored pencils.

## REQUIRED EQUIPMENT

**PRS – Transmitter**—purchase at the bookstore—if you taking other courses that require the transmitter, you can use the same one for multiple courses for multiple semesters.

## REQUIRED TECHNOLOGY USE

PLNU Eclass accessible at <http://eclass.pointloma.edu>

Computer Software:

*AutoCAD LT 2006 or 3D Home Architect Home Design Deluxe 6*  
*MS PowerPoint*

## POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Eclass/Blackboard for this course, regularly check the course site, and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
4. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
7. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
8. No items will be accepted after the final exam.
9. No makeup exams given. Emergencies processed on an individual basis.
10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

**ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**PLNU ATTENDANCE RULES**

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

**COURSE GRADING CRITERIA:**

Grading:	<u>POINTS</u>
Final Exam	100
Eclass Quizzes (15 x 10 pts @)	150
Lighting Design Project	50
Kitchen Design Project	100
Bathroom Design Project	50
Classroom Activities	<u>150</u>
	600 Total Points

Need to include storage and residential equipment into the classroom activities

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

**PROJECT GUIDELINES**

All reports/projects will be shared with the class on the date they are due. You and your presentation must be in class on the due date to earn the in-class presentation points for this project.

**Lighting Project (50 pts)**

Select a furnished multi-purpose room such as a family room, identify an activity list and identify the needs for both general and specific lighting. Create a lighting design for the room that provides for both the general and specific lighting needs. Professional design presentation format is your choice—recommend PowerPoint or foam core presentation board.

Grading:

Activity List	5 pts
General Lighting Needs Analysis	5 pts
Specific Lighting Needs Analysis	5 pts
Fixture Selection	5 pts
Reflected Ceiling Plan of Lighting Design (to scale)	10 pts
Professional Design Presentation	10 pts
<u>In-Class Presentation</u>	<u>10 pts</u>
Total	50 pts

**Kitchen Design Project (100 pts)**

**PROBLEM:** To redesign an energy efficient kitchen. The new design should be comfortable, safe, energy-efficient, environment friendly, and meet the special needs of the family.

**PROCEDURE:**

- Find a kitchen plan. Note the exact location of windows, plumbing, gas line and electrical outlets.
- The windows, walls and plumbing are to remain as shown on the floor plan.
- Arrange and design the new kitchen layout incorporating available technology and residential equipment.
- Lighting plan must be included.

**ANALYSIS:** Briefly explain the kitchen design. Point out its best features. Identify how each item and design element addresses the comfort, efficiency, and safety. All items should include Brand names, exact sizes, cost, and pictures. Professional design presentation format is your choice—recommend PowerPoint or foam core presentation board.

Grading:

Kitchen Design and Layout	15 pts
Analysis of Plan	10 pts
Floor Plan Diagram (to scale)	15 pts
Reflected Ceiling Plan of Lighting Fixtures (to scale)	10 pts
Technology and Appliances	10 pts
Materials Selection	10 pts
Professional Design Presentation	20 pts
<u>In-Class Presentation</u>	<u>10 pts</u>
Total	100 pts

**Bathroom Design Project (50 pts)**

Design a bathroom that is efficient yet incorporates new technology. The design should give special attention to water heating, floor practicality/safety, fixtures for hands of all sizes, and lighting needs, while providing a separate shower and bathtub that all fits into a space no larger than 8' x 10'. Professional design presentation format is your choice—recommend PowerPoint or foam core presentation board.

Grading:

Bathroom Design and Layout	10 pts
Floor Plan Diagram (to scale)	5 pts
Reflected Ceiling Plan of Lighting Fixtures (to scale)	5 pts
Technology	5 pts
Materials Selection	5 pts
Professional Design Presentation	10 pts
<u>In-Class Presentation</u>	<u>10 pts</u>
Total	50 pts

## COURSE OUTLINE

- I. Environmental Concerns
- II. Lighting
- III. Paints and Finishes
- IV. Carpet
- V. Floors
- VI. Walls
- VII. Ceilings
- VIII. Other Components
- IX. Cabinet Construction
- X. Kitchens
- XI. Bathrooms
- XII. The Home of the Future

**COURSE SCHEDULE 2007 dates**

<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>ASSIGNMENT</b>
Aug 20	Introduction	
Aug 22	<b>Eclass Quiz Due before class begins</b> Environmental Concerns	Chapter 1
Aug 27	Lighting	Eclass reading
Aug 29	<b>Eclass Quiz Due before class begins</b> Lighting Sources	Eclass reading
<b>Sept 3</b>	<b>Labor Day – No Class</b>	
Sept 5	<b>Eclass Quiz Due before class begins</b> Lighting Design	Eclass reading
Sept 10	Lighting Design	Eclass reading
Sept 12	<b>Eclass Quiz Due before class begins</b> Paints and Finishes	Chapter 2
Sept 17	<b><u>Lighting Project Due</u></b>	<b><u>new date</u></b>
Sept 19	<b>Eclass Quiz Due before class begins</b> Carpet	Chapter 3
Sep 24	Carpets and Floors	Chapter 3 & 4
Sep 26	<b>Eclass Quiz Due before class begins</b> Floors	Chapter 4
Oct 1	Walls	Chapter 5
Oct 3	<b>Eclass Quiz Due before class begins</b> Ceilings	Chapter 6
Oct 8	Ceilings cont.	Chapter 6
Oct 10	<b>Eclass Quiz Due before class begins</b> Other Components	Chapter 7
Oct 15	Other Components cont.	Chapter 7
Oct 17	<b>Eclass Quiz Due before class begins</b> Cabinet Construction	Chapter 8
Oct 22	Cabinet Construction cont.	Chapter 8

DATE	LECTURE TOPIC	ASSIGNMENT
Oct 24	<b>Eclass Quiz Due before class begins</b> Kitchens	Chapter 9
Oct 29	Kitchens cont.	Chapter 9
Oct 31	<b>Eclass Quiz Due before class begins</b> Kitchens cont.	Chapter 9
Nov 5	Kitchens cont.	Chapter 9
Nov 7	<b>Eclass Quiz Due before class begins</b> Kitchens cont.	Chapter 9
Nov 12	<b>Kitchen Project and Presentation Due</b>	
Nov 14	<b>Eclass Quiz Due before class begins</b> Bathrooms	Chapter 10
Nov 19	Bathrooms cont.	Chapter 10
Nov 21	<b>Thanksgiving Break – No Class</b>	
Nov 26	Bathrooms cont.	Chapter 10
Nov 28	<b>Eclass Quiz Due before class begins</b> <b>Bathroom Project and Presentation Due</b>	
Dec 3	Home of the Future	
Dec 5	<b>Eclass Quiz Due before class begins</b> Home of the Future cont.	
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
Dec 14	<b>FRIDAY</b>	<b>1:00pm-3:00pm</b>

Have a presentation instead of exam?

Design the home of the future? What are 10 things or even 5 things they would like to see in homes by the time they are 50



**Department of Family and Consumer Sciences**  
*Advanced Human Nutrition – FCS 365*  
*Fall 2006*

**Instructor:** Cindy Swann, MS, RD, CDE  
**Course Time:** 11:00 - 12:15 am Monday and Wednesday  
**Office Location/Hours:** Evans 134; Mon and Wed 9:00 – 11:00 am  
**Course Location:** Evans Hall 113  
**Contact:** Voice Mail = x2351; Email = [cswann@ptloma.edu](mailto:cswann@ptloma.edu)

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**Course Description:**

The lecture of this course provides an in-depth review of the major roles of the nutrients. It places heavy emphasis upon integration of molecular events and cytological structure in order to distinguish differences in nutritional requirements of various tissues and organs in relation to the function each performs for the whole body.

**Objectives**

1. To review the roles of the nutrients, emphasizing the major biochemical pathways and, where applicable, the requirements of specific reactions for vitamins and minerals as cofactors.
2. To learn the chemical structures, chemical and physical properties of the nutrients, and to distinguish the relative importance of various foods as sources of nutrients.
3. To acquaint students with the roles of nutrients in relation to morphological characteristics and molecular events.
4. To have students examine recent scientific literature in referred journals and analyze reports concerning research findings on various nutrients.
5. To review the roles of the nutrients in the metabolic processes that relate to normal nutrition in the human body.

**American Dietetics Association's Foundation Knowledge and Skills for Entry-Level Didactic Program in Dietetics (DPD):**

1. Knowledge of lay and technical writing (1b)
2. Demonstrate using oral and written communications in presenting an educational session for a group (1j)
3. Knowledge of nutrient metabolism (2h)
4. Knowledge of fluid and electrolyte requirements (2j)
5. Demonstrate ability to interpret laboratory parameters related to nutrition (2m)

6. Knowledge of research methodologies (4a)
7. Knowledge of outcomes based research (4c)
8. Knowledge of scientific method (4d)
9. Demonstrate ability to interpret current research (4f)
10. Demonstrate ability to interpret basic statistics (4g)
11. Demonstrate ability to calculate and interpret composition of foods (5p)
12. Knowledge of nutrition and metabolism (6c)
13. Knowledge of complimentary and alternative nutrition and herbal therapies (6i)
14. Knowledge of dietary supplements (6j)

**Policies and Procedures:**

1. Class attendance and participation are expected since they are part of your integrated experience in nutrition. Attendance and punctuality is considered important here, as in your future professional life. If absent: You are required to obtain information from your peers.
2. PLNU rules on academic honesty apply to this course.
3. There will be no make up tests or final exam, unless a written medical excuse from a physician is provided. Exams will be comprised of multiple choice, true/false, short answer and fill-in-the-blank questions. The content of each exam will be weighed approximately 50% from text/library readings, and 50% from class (lecture, laboratories, in-class assignments/calculations and discussions).
4. Assignments will not be accepted for full credit after class time on the due date. Grades will be reduced 50% after class on the due date.

**Required Text:**

Gröpper, S.S., Smith, J.L. and Groff J.L. Advanced Nutrition and Human Metabolism, 4<sup>th</sup> ed. Thomson Wadsworth Publishing Co., 2005.

Swann, C. FCS 365 Advanced Nutrition Laboratory Materials and Project Outlines, 2006.

**Academic Accommodations:**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

**Course Grading Criteria:**

Assignment:	Total Possible Points
4 Term Exams @ 50 pts. each	200
Written Research Study	100
1 Journal Abstract @ 25 pts. each	25
1 Oral Presentation @ 50 pts. each	50
4 Laboratory Reports @ 10 pts. each	40
Diet and Activity Study	100
Final Exam	<u>100</u>

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

Tentative Lecture Schedule

Week	Lecture Topic	Chapter Readings
1 (Aug 21, 23)	Introduction , Digestive System	1,2
2 (Aug 28, 30)	Energy, Carbohydrates	3,4
3 (Sept 4, 6)	<b>HOLIDAY</b> /Carbohydrates	4,10
4 (Sept 11,13)	<b>EXAM 1</b> /Lipids	5
5 (Sept 18, 20)	Lipids, Protein/Amino Acids/ <b>Abstract Due</b>	6
6 (Sept 25,27)	Protein, Body Composition	12
7 (Oct 2, 4)	<b>EXAM 2</b> /Energy Balance	13
8 (Oct 9, 11)	Metabolism	15
9 (Oct 16, 18)	Metabolism/F.S.Vitamins/Diet/ <b>Activity Report Due</b>	7
10 (Oct 23, 25)	Fat and Water Soluble Vitamins/ <b>Oral Reports</b>	7
11 (Oct 30, Nov 1)	Vitamins/ <b>EXAM 3</b>	11
12 (Nov 6,8)	Fluid & Electrolyte Balance	8
13 (Nov 13,15)	Minerals	9
14 (Nov 20, 22)	Minerals/ <b>HOLIDAY</b>	9
15 (Nov 27, 29)	<b>Research Paper Due</b> /Catch-up	
16 (Dec 4, 6)	<b>EXAM 4</b> /Final Review	

Course Outline  
FCS 365 Advanced Nutrition

Section I

- I. Cell Review
  - A. Typical Cell Components
  - B. Cellular Proteins
- II. Digestive System
  - A. Structural Overview
  - B. Coordination and Regulation
  - C. The Process of Digestion
- III. Energy Transformation
  - A. High Energy Phosphate Bonds
  - B. ATP Formation
  - C. Electron Transport Chain

Section 2

- I. Carbohydrates
  - A. Structures
  - B. Digestion
  - C. Absorption, Transport, Distribution
  - D. Integrated Metabolism
  - E. Regulation of Metabolism
- II. Dietary Fiber
  - A. Definition
  - B. Components
  - C. Physiological and Metabolic Effects
  - D. Recommended Intake
- III. Lipids
  - A. Structure and Function
  - B. Digestion, Absorption, Transport
  - C. Lipoproteins and Cardiovascular Risk
  - D. Integrated Metabolism
- IV. Proteins
  - A. Functions
  - B. Structure and Organization
  - C. Amino Acid Classification
  - D. Sources
  - E. Digestion, Absorption
  - F. Amino Acid Metabolism
  - G. Organ-Specific Metabolism
  - H. Protein Turnover
  - I. Protein Quality/Intake
- V. Interrelationship of Carbohydrate, Lipid and Protein Metabolism
  - A. Central Role of Liver

- B. Feed-Fast Cycle
- C. System Integration and Homeostasis

### Section 3

- I. Water-Soluble Vitamins (C and all B)
  - A. Sources
  - B. Digestion, Absorption, Transport, Storage
  - C. Functions and Mechanisms of Action
  - D. Interactions with other Nutrients
  - E. Metabolism and Excretion
  - F. Recommended Amounts
  - G. Deficiency and Toxicity
  - H. Assessment of Nutriture
- II. Fat-Soluble Vitamins (A,D,E,K)
  - A. Sources
  - B. Digestion, Absorption, Transport, Storage
  - C. Functions and Mechanisms of Action
  - D. Interactions with other Nutrients
  - E. Metabolism and Excretion
  - F. Recommended Amounts
  - G. Deficiency and Toxicity
  - H. Assessment of Nutriture
- III. Macrominerals
  - A. Sources
  - B. Digestion, Absorption, Transport, Storage
  - C. Functions and Mechanisms of Action
  - D. Interactions with other Nutrients
  - E. Excretion
  - F. Recommended Amounts
  - G. Deficiency and Toxicity
  - H. Assessment of Nutriture
- IV. Microminerals
  - A. Sources
  - B. Digestion, Absorption, Transport, Storage
  - C. Functions and Mechanisms of Action
  - D. Interactions with other Nutrients
  - E. Excretion
  - F. Recommended Amounts
  - G. Deficiency and Toxicity
  - H. Assessment of Nutriture

### Section 4

- I. Body Fluid and Electrolyte Balance
  - A. Water Distribution in Body
  - B. Maintenance of Fluid Balance
  - C. Maintenance of Electrolyte Balance
  - D. Acid-Base Balance and Buffers
  - E. Respiratory Regulation of pH
  - F. Renal Regulation of pH

**Department of Family & Consumer Sciences**  
*Apparel in Human Behavior and Culture FCS 370*  
*Spring 2007*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 11:00 – 11:50 am Tuesday & Thursday

**COURSE LOCATION:** Evans 121

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except 3<sup>rd</sup> Wed of month); Thu 10:00-11:00am; and by appointment

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**COURSE DESCRIPTION**

Socio-psychological, cultural and aesthetic aspects of clothing as related to human behavior. Analysis of social science theories and concepts applicable to clothing and appearance.

**COURSE OBJECTIVES**

1. Explore how socio-psychological and cultural factors influence clothing behavior.
2. Identify how clothing selection and design is influenced by physical and social environments as well as technological advancements.
3. Apply the design elements and principles to body type and clothing selection.
4. Demonstrate how a need for individuality can be fulfilled through clothing selection and adornment.
5. Apply knowledge of apparel to wardrobe planning as it pertains to lifestyles, careers, fashion trends and personal preferences.
6. Develop vocabulary in the content area.

**REQUIRED TEXT**

*Individuality in Clothing Selection & Personal Appearance, 6<sup>th</sup> Edition* by Marshall, Jackson, Stanley, Kefgen and Touchie-Specht

**REQUIRED EQUIPMENT**

**PRS – Transmitter**—purchase at the bookstore—if you taking other courses that require the transmitter, you can use the same one for multiple courses for multiple semesters.

**REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.pointloma.edu>
  - Required rubrics and forms may be downloaded/printed from Eclass.
- Projects done on PowerPoint. **PDF format suggested but not required.**
- PrimoPDF free program to convert any computer-generated product into a pdf readable file on any computer is available at <http://www.primopdf.com/>

**POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. All students are expected to check Eclass and ptloma.edu email regularly for any new postings or communications from the instructor. READ THEM! Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site,

3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
4. **NO CELL PHONES or IPODS or similar electronics.** Turn them off and keep them off. They are inappropriate to the classroom.
5. All projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **Presentation points may only be earned if present in class on the day the project is due.**
6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
7. All classroom activities are due the day they are presented in class. **No makeup activities are given.**
8. No items will be accepted after the final exam.
9. No makeup exams given. Emergencies processed on an individual basis.
10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

### COURSE GRADING CRITERIA

#### APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Projects (3 x 75 pts each)	225
Dress to Express Activities (3 x 25 pts each)	75
Clothing Memory Activity	25
E-class quizzes (14 x 10 pts each)	140
Final Exam	100
Classroom Activities (PRS clickers & other activities)	<u>145</u>
Total Points	700

#### INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

Lose Points:	
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## PROJECTS

### Must include:

1. File Name: Project must have both project name and student name in the computer file name.
2. PowerPoint Presentation: Student name and reference citations must be included in the actual project. No limit on number of slides but effective use of slides will be evaluated.
3. Rubrics required. Student must supply rubric to professor at the beginning of the class period on the due date. Download rubric from Eclass.

### Cultural Project (75 points) no country repeats please!

Identify a country with a national costume that still affects fashion there today. Create a PowerPoint presentation with photos and vocabulary to describe the clothing of that country today. Emphasize the things you learned that were most similar to the US and those that were the most different. Discuss the amount and influence of current Western fashion. Interviewing someone from that country is a plus!

**Late Policy Applies—No Makeups for presentation points.**

### Figure Analysis Project (75 points)

Analyze your individual figure type and the styles of clothing that will flatter your figure type. Using drawings and/or pictures create a PowerPoint presentation to illustrate your findings and conclusions.

**Late Policy Applies—No Makeups for presentation points.**

### Fashion Stylist Project (75 points)

Select a small core wardrobe for another individual. Identify this person. Briefly describe their lifestyle and clothing needs. Analyze their figure type and select appropriate clothing styles. Create a PowerPoint presentation to illustrate your selections and reasoning.

**Late Policy Applies—No Makeups for presentation points.**

## DRESS TO EXPRESS ACTIVITIES

- Come to class dressed to express the message assigned for that day in the schedule.
  - Write a description about the clothing you are wearing for the Activity.
    - Identify for what occasion you would wear this clothing.
    - What are the messages your clothing is expressing?
    - Which pieces of clothing say what?
    - How does the style, color, fit, etc. contribute to your message?
    - Be very specific and prepared to share your written description (and turn it in) and have your picture taken.
- 
- You are expected to participate in this activity in an appropriate manner and *you must be present in class on the scheduled day for the activity to earn points.*
  - Form required. Student must supply form to professor at the beginning of the class period on the due date. Download form from Eclass.
  - **This is a classroom activity—NO MAKEUPS.**



### Dress to Impress (25 points)

Wear clothing selected to make a **good impression on an older (40+) viewer**. You may dress for:

1. a job interview
2. meeting "his/her" parents

### Dress to Communicate Your True Self (25 points)

Wear clothing selected to tell the viewer about your personality, values, and personal preferences. Can't decide? Consider selecting your favorite color, a style that particularly flatters your figure/body, your most current fashion, a favorite item, an heirloom or vintage revival, etc.

How would you describe yourself? Do you prefer formal or informal, practical or whimsical, body-conscious or loose fitting comfort, dressy or casual?

### Dress in Your Own Clothes but Not the Real You or Dress in a Purchase You Regret (25 points)

Wear clothing selected from your own wardrobe that you do not feel expresses the real you. What is the problem? Has your "style" changed? Did someone else buy it? Is it a fashion mistake? Tell us!

Or select the alternative a purchase you regret—Wear clothing that if you had it to do over you wouldn't buy it! What is wrong with it? Do you regret the color, fit, style, fabric, price, fashionability, or what? Tell us!

### CLOTHING MEMORY ACTIVITY (25 points)

- Write a brief story or poem about a piece of clothing that has particular meaning to you during your growing up years.
- Share it with your peers in class. It can be funny, sad, endearing, family tradition, or whatever comes to mind.
- Neat writing is a plus! A picture is a plus also!
- **This is a classroom activity—NO MAKEUPS.**

### ANALYZING QUALITY ACTIVITY (20 points)

- In class, garments will be examined to better understand what makes a garment more expensive or can cut the price a bit.
- Bring one woven top and one woven bottom that are in **like new or good condition** and you remember the suggested retail price (not what you paid for it, but the full retail price). **NO KNIT GARMENTS.**
  - A woven product generally does not stretch very much unless there is spandex in the fiber content. T-shirts are knitted not woven.
  - Jeans and khakis are usually woven bottoms, men's dress shirts are a good example of a woven top.
- Fill out the forms provided and pin the form to the garment. **Don't share all this information with your friends—that will ruin the fun!**
- **This is a classroom activity—NO MAKEUPS.**

### COURSE OUTLINE

#### I. INFLUENCES ON CONSUMER CLOTHING SELECTION

- A. Target Market Influences
- B. Fashion Industry Influences
- C. Cultural Influences
- D. Socio-psychological Influences
- E. Physical Influences

#### II. DESIGN ELEMENTS AND PRINCIPLES APPLIED TO CLOTHING SELECTION

- A. Space, Shape, Form and Line

- B. Color
- C. Texture
- D. Principles of Design
- E. Fabric Design

#### III. CONSUMER CLOTHING SELECTION ISSUES

- A. Clothing Fit
- B. Clothing Quality
- C. Wardrobe Planning
- D. Clothing Purchasing

## COURSE SCHEDULE

DATE	LECTURE TOPIC	ASSIGNMENT/PTS
Jan 9	Overview of Course, Introductions <i>Style Names: Do you know what you are wearing is called?</i>	5 Activity Points
Jan 11	<i>Eclass Quiz Due before class begins</i> INFLUENCES ON CONSUMER CLOTHING SELECTION – Target Market Influences <i>VC 3596 Fashion 2000. Trends in Apparel Marketing</i>	Chapter 1 10 EQuiz Points 5 Activity Points
Jan 16	Fashion Industry Influences <i>VC 3629 Factors Influencing the Apparel Industry</i>	Chapter 2 5 Activity Points
Jan 18	<i>Eclass Quiz Due before class begins</i> Fashion Industry Influences <i>The Multicultural Game</i>	Chapter 2 10 EQuiz Points 5 Activity Points
Jan 23	Cultural Influences <b>Selection of Countries for Cultural Project</b> <i>DVD 0254 How the World Dresses</i>	Chapter 3 5 Activity Points
Jan 25	<i>Eclass Quiz Due before class begins</i> Cultural Influences <i>Why do we wear what we wear?</i>	Chapter 3 10 EQuiz Points 5 Activity Points
Jan 30	Cultural Influences <i>VC 3595 Fashion and Clothing</i>	Chapter 3 5 Activity Points
Feb 1	<i>Eclass Quiz Due before class begins</i> Cultural Influences <i>VC3780 T-Shirt Travels</i>	Chapter 3 10 EQuiz Points 5 Activity Points
Feb 6	<b>Cultural Project Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	75 Project Points
Feb 8	<i>Eclass Quiz Due before class begins</i> Socio-Psychological Influences <i>Conformity vs. Individuality</i>	Chapter 4 10 EQuiz Points 5 Activity Points
Feb 13	Socio-Psychological Influences <b>Activity for Class Today: Dress to Impress</b>	Chapter 4 25 Activity Pts
Feb 15	<i>Eclass Quiz Due before class begins</i> Socio-Psychological Influences	Chapter 4 10 EQuiz Points

DATE	LECTURE TOPIC	ASSIGNMENT/PTS
	<b>Activity for Class Today: Dress to Communicate Your True Self</b>	25 Activity Pts
Feb 20	Socio-Psychological Influences <b>Activity for Class Today: Dress in Your Own Clothes but Not The Real You</b> <b>Or alternative: Dress in a Purchase You Regret</b>	Chapter 4 25 Activity Pts
Feb 22	<i>Eclass Quiz Due before class begins</i> Physical Influences <i>Measure Your Body Activity</i>	Chapter 5 10 EQuiz Points 5 Activity Points
Feb 27	<b>Clothing Memory Activity Due</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	25 Activity Pts
Mar 1	<i>Eclass Quiz Due before class begins</i> DESIGN ELEMENTS AND PRINCIPLES APPLIED TO CLOTHING SELECTION Space, Shape, Form and Line <i>VC 2575 Eye for Design</i>	Chapter 6 10 EQuiz Points 5 Activity Points
Mar 5-9	<b>Spring Break – No Class</b>	
Mar 13	Space, Shape, Form and Line <i>Measure Your Face Activity</i>	Chapter 6 5 Activity Points
Mar 15	<i>Eclass Quiz Due before class begins</i> Color <i>VC 3619 The power of color</i>	Chapter 7 10 EQuiz Points 5 Activity Points
Mar 20	Color <i>Personal Color Analysis</i>	Chapter 7 5 Activity Points
Mar 22	<i>Eclass Quiz Due before class begins</i> Texture <i>Identifying wovens and knits worn in the classroom to prepare for the Analyzing Quality Activity</i>	Chapter 8 10 EQuiz Points 5 Activity Points
Mar 27	Principles of Design <i>Applying them to clothing</i>	Chapter 9 5 Activity Points
Mar 29	<i>Eclass Quiz Due before class begins</i> Principles of Design <i>Identifying the principles of design in clothing pictures</i>	Chapter 9 10 EQuiz Points 5 Activity Points

DATE	LECTURE TOPIC	ASSIGNMENT/PTS
Apr 3	<b>Figure Analysis Project Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	75 Project Points
Apr 5	<b>Easter Recess – No Class</b>	
Apr 10	Fabric Design <i>Surface Design vs. Structural Design</i> <i>How does it affect construction and wear?</i>	Chapter 10 5 Activity Points
Apr 12	<b>Eclass Quiz Due before class begins</b> CONSUMER CLOTHING SELECTION ISSUES Clothing Fit & Quality <i>Mass Production vs. Individual Body Fit</i>	Chapter 11-12 10 EQuiz Points 5 Activity Points
Apr 17	Clothing Quality <i>Analyzing Quality Activity</i>	Chapter 12 20 Activity Points
Apr 19	<b>Eclass Quiz Due before class begins</b> Wardrobe Planning <i>VC 0456 Women's Workable Wardrobe</i>	Chapter 14 10 EQuiz Points 5 Activity Points
Apr 24	Wardrobe Planning <i>Transition from school to work</i>	5 Activity Points
Apr 26	<b>Eclass Quiz Due before class begins</b> Clothing Purchasing <i>Why do you shop where you do?</i>	Chapter 15 10 EQuiz Points 5 Activity Points
May 1	Clothing Purchasing <i>Shopper Training</i>	5 Activity Points
May 3	<b>Fashion Stylist Project Presentations</b> Be on time! Be prepared! <b>Late Policy Applies—</b> <b>No Makeups for presentation points.</b>	75 Project Points
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 8	Tuesday in Evans 121	10:30am-12:30 pm

**Department of Family and Consumer Sciences**  
*Visual Presentation and Display – FCS 375*  
Fall 2006

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 11:00am-12:15pm on Monday & Wednesday

**COURSE LOCATION:** Evans 112-113

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except when a faculty meeting); Thu 10:00-11:00am; and by appointment

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**COURSE DESCRIPTION**

The study and application of principles and practices in arranging visual displays for fashion merchandising retailing. Emphasis will be placed on creative techniques utilized in the display of retail fashion merchandise and their effective application to the enhancement of product salability. Prerequisite: FCS 115 or FCS 130

**COURSE OBJECTIVES**

1. Explore basic visual merchandising concepts and theories.
2. Identify the importance of visual presentation for all retail businesses.
3. Compare and contrast the visual merchandising of brick stores vs. click stores.
4. Analyze color, texture, line and lighting, in relation to visual merchandising.
5. Explore alternative uses of silent selling.
6. Evaluate different display ideas.
7. Explore the career options in visual merchandising.

**REQUIRED TEXT**

*Silent Selling*, 3<sup>rd</sup> Edition by Judith Bell and Kate Ternus

**REQUIRED SUPPLIES**

May include but not limited to fabric, presentation boards, rubber cement/glue stick, markers, paints, colored pencils, ink pens, snap-off cutter, and scissors.

**REQUIRED TECHNOLOGY USE**

PLNU Eclass accessible at <http://eclass.pointloma.edu>

**LOGIN INSTRUCTIONS FOR ECLASS**

- To login to Eclass courses go to the Eclass home page – [eclass.pointloma.edu](http://eclass.pointloma.edu).
- On the Welcome to Eclass Entry page press “Login”
- Use your PLNU student ID Username and then enter your password and click “Login”
- Select the Eclass course in which you are enrolled.

The *Announcements* section of Eclass will provide you with information about class assignments and course changes. Each time you log in to Eclass, you should check the *Announcements* section for new messages.

## **POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and pfloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site, and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
4. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
7. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
8. No items will be accepted after the final exam.
9. No makeup exams given. Emergencies processed on an individual basis.
10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## **ACADEMIC ACCOMMODATIONS**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

## **PLNU ATTENDANCE RULES**

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (three classes of this 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (three weeks of a semester long course) is reported as missed, the student will automatically be de-enrolled.

**COURSE GRADING CRITERIA**  
**APPROPRIATE BEHAVIORS HAVE BENEFITS**

Earn Points:	<u>POINTS</u>
Eclass Quizzes (13 x 10)	130
Eclass Exams (2 x 30)	60
Final Exam	100
Displays (6 x 50)	300
Classroom Activities	<u>200</u>
TOTAL POINTS	600

**INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES**

Lose Points:

Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

**DISPLAYS**

**1. Prop Display**

- Create a display using a prop as an essential element of the design. The prop is not a product you are selling, it is a support element. The prop may suggest the product to the viewer or just be the right size or color to fit into the desired look. Again, the prop is not the item being promoted so it should not overpower the product.

**2. Seasonal Tabletop**

- Create a display using items that get the viewer into the mood for a season. This is also known as an attention getting device!

**3. Signage Display**

- Create a display using signage as an essential element of the design. If the signage was missing, the point of the display would not be obvious to the viewer.

**4. Lighting Display**

- Create a display using lighting as an essential element of the design. If the lighting was missing, the impact of the display would be greatly diminished.

## 5. Plastic Mannequin Display

- Create a display using the plastic “mannequin” you are supplied. The idea is to make the plastic shape your own. Paint it, decoupage it, wrap it in duct tape, etc. Whatever you do with the plastic, you still have to display a product on it or with it!

## 6. Wild Card Displays

- The entire class is asked to bring 10 – 15 items that could be used in displays. The items can be products or props such as clothing, makeup, shoes, sporting equipment, jewelry, home accessories, fancy boxes, frames, fabric for draping, lamp, furniture, etc. or seasonal decorations, whatever you can find. A multiple of similar items or the same item in several colors is useful. All items will be returned to the student who brought them at the end of the class period.
- All students may make a simple sign to add to the items selected.
- Each student will then be given 2 opportunities to make a display from these items.

## COURSE OUTLINE

- |  |   |
|--|---|
| I. PREPARATION FOR VISUAL CREATIVITY               | A. Signing                                      |
| A. Creative Thinking: Getting “Out of the Box”     | B. Lighting                                     |
| B. What is Visual Merchandising?                   | IV. VISUAL PRACTICES FOR NONTRADITIONAL VENUES  |
| C. Core Design Strategies                          | A. Grocery and Food Service Stores              |
| II. PRACTICES AND STRATEGIES FOR THE SELLING FLOOR | B. Nontraditional Retailing                     |
| A. Layout and Fixtures for Fashion Apparel         | V. TOOLS AND TECHNIQUES FOR MERCHANDISE DISPLAY |
| B. Fashion Apparel Wall Setups                     | A. The Magic of the Display Window              |
| C. Fashion Apparel and Accessory Coordination      | B. Mannequins and Mannequin Alternatives        |
| D. Home Fashion Presentation                       | C. Building a Visual Merchandising Department   |
| III. COMMUNICATING RETAIL ATMOSPHERICS             | VI. CAREER STRATEGIES                           |
|  | A. Visual Merchandising Careers                 |



**SCHEDULE**

<b>WEEK OF</b>	<b>LECTURE TOPIC</b>	<b>ASSIGNMENT</b>
Aug 21	Introduction, Creative Thinking	Chapter 1
Aug 23	<b>Eclass Quiz Due before class begins</b> What is Visual Merchandising?	Chapter 1 & 2
Aug 28	Core Design Strategies	Chapter 3
Aug 30	<b>Eclass Quiz Due before class begins</b> Applying Core Design Strategies Create a color wheel	Chapter 3
Sept 4	<b><u>Labor Day – NO CLASS</u></b>	
Sept 6	<b>Eclass Quiz Due before class begins</b> Layout and Fixtures for Fashion Apparel	Chapter 4
Sept 11	Floorplan Activities	
Sept 13	<b>Eclass Quiz Due before class begins</b> Fashion Apparel Wall Setups	Chapter 5
Sept 18	Create a Planogram	
Sept 20	<b>Eclass EXAM Due before class begins</b> Fashion Apparel and Accessory Coordination	Chapter 6
Sept 25	<b>Prop Display</b>	
Sep 27	<b>Eclass Quiz Due before class begins</b> Home Fashion Presentation	Chapter 7
Oct 2	<b>Seasonal Tabletop Display Due</b>	
Oct 4	<b>Eclass Quiz Due before class begins</b> Signing	Chapter 8
Oct 9	<b>Signage Display Due</b>	
Oct 11	<b>Eclass Quiz Due before class begins</b> Lighting	Chapter 9
Oct 16	<b>Lighting Display Due</b>	
Oct 18	<b>Eclass Quiz Due before class begins</b> Food Retailing	Chapter 10
Oct 23	Cross Merchandising Planogram	
Oct 25	<b>Eclass Quiz Due before class begins</b> Nontraditional Retailing	Chapter 11

WEEK OF	LECTURE TOPIC	ASSIGNMENT
Oct 30	Design a Cart for a Mall Activity	
Nov 1	<b>Eclass EXAM Due before class begins</b> The Magic of the Display Window	Chapter 12
Nov 6	<b>Shadowbox Display Due</b>	
Nov 8	<b>Eclass Quiz Due before class begins</b> Mannequins and Mannequin Alternatives	Chapter 13
Nov 13	Mannequin Activities	
Nov 15	<b>Eclass Quiz Due before class begins</b> Plastic Mannequin Creation and Planning	Chapter 13
Nov 20	<b>Plastic Mannequin Displays Due</b>	
Nov 22	<b>Thanksgiving Break – No Class</b>	
Nov 27	<b>Wild Card Displays</b>	
Nov 29	<b>Eclass Quiz Due before class begins</b> Building a Visual Merchandising Department	Chapter 14
Dec 4	Selling Yourself Activity “What is Your Brand?”	
Dec 6	<b>Eclass Quiz Due before class begins</b> Visual Merchandising Careers Finish Up	Chapter 15
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
Dec 11	<b>MONDAY</b>	10:30 – 12:30

**Department of Family and Consumer Sciences**  
*Fashion Merchandising - FCS 380*  
*Spring 2006*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 1:30 pm – 2:20 pm Monday and Wednesday

**COURSE LOCATION:** Evans 121

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am & noon-1:00pm; Wed 10:30-11:00am & 1:30-4:30pm; Thu 10:00-11:00am and noon-1:00pm; and by appointment

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**COURSE DESCRIPTION**

An introduction to the fashion industry including its history, marketing principles and professional opportunities. Application of merchandising concepts for the budgeting, planning, buying, promotion and selling of fashion goods and apparel in retail organizations.

**COURSE OBJECTIVES**

1. Examine fashion retailing development and trends.
2. Understand retail organization structures and the roles of the manufacturer, buyer, advertiser and retailer.
3. Determine the viability of store locations and apply design concepts to fixture the retail environment.
4. Discuss the methods used by retailers to handle their merchandise.
5. Analyze the responsibilities of fashion buyers and their impact on profitability.
6. Interpret business financial statements.
7. Examine the impact of pricing on sales and profitability.
8. Understand how retail organizations balance inventory and selling space in order to maximize profit.
9. Contrast the merchandising advantages of private labeling and branding with those of the national brands and labels.
10. Explore career opportunities in the fashion industry.

**REQUIRED TEXT**

*Fashion Retailing: A Multi-Channel Approach, 2<sup>nd</sup> Edition* by Ellen Diamond. 2006

**REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.ptloma.edu>
- Computer-generated color visuals for projects done in the landscape orientation for display via computer. **PDF format required.** Will be posted on Eclass for all students after submitted.
- PrimoPDF free program to convert any computer-generated product into a pdf readable file on any computer is available at <http://www.primopdf.com/>

## GENERAL POLICIES AND PROCEDURES

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
4. Quizzes are 10 questions and are given via Eclass. No makeup quizzes are given; each student is responsible for submitting it via email before class begins each week.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, and don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

## FCS 380 SPECIFIC POLICIES AND PROCEDURES

1. **Classroom Presentations are required of all students even though the projects are team efforts.** You and your project must be in class on the due date to earn the in-class presentation points for any project. **Each student** must get up and participate verbally in a concise and coherent presentation of project and visuals. Time is short; be organized and use it to your advantage.

## ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (three classes of this 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-

enrollment. If more than 20% (six classes of a semester long course) is reported as missed, the student will automatically be de-enrolled.

**COURSE GRADING CRITERIA**  
APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Eclass quizzes (14 x 10 pts @)	140
Eclass exams (2 x 30 pts @)	60
Final Exam	100
2 Projects (2 x 100 pts @)	200
1 Project Meetings with Group & Dr. Murray	10
2 Field Trips (2 x 20 pts @)	40
Classroom Activities, Homework, etc. (approx 5 pts @)	<u>50</u>
	600 Total Points

INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

Lose Points:	
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Failure to self evaluate on the rubric to a project	-10
Failure to put your name on the rubric	-2

Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

**GROUP PROJECTS—Clicks vs. Bricks**

Groups should be 3-4 people. All projects will be shared with the class on the date they are due. You and your presentation must be in class on the due date to earn the in-class presentation points for this project.

**Project One: Clicks—Design an Online Fashion Store (Off-Site Retailer) (100 pts)**

1. Note that in project two you are going to design a brick store to go with this click store.
2. Determine what research you need to do in order to open a website. You don't have to actually do all this research but you must decide what you need to know and how you would go about finding it out. You will need to do enough research to make all the following decisions.
3. Select a fashion product(s), target market, and price point. It should be a market you feel is not being well-served in San Diego as you are based here and plan to open a store in San Diego. [You may use the design project from FCS 130 as a starting point.]
4. Decide on a business name, store logo, and website size. Design the general look of your website and how you would like it to operate. This is a new website not something already existing. You may use an existing website to illustrate the look you want.
5. Create a merchandise plan that allocates your inventory and represents your best determination of sales.

- a. Identify at least three different brand names currently available on the market that you would like to sell in your store. Display pictures of three clothing items from each of these brands that you would stock. Twenty percent of your inventory must be from national brands.
  - b. Determine what role private label items will play in your business. Twenty percent of your inventory must be private label merchandise.
  - c. Sixty percent of your merchandise may be either brand merchandise or private label.
6. Customer service should be addressed briefly.
  7. Use PowerPoint to create visuals to present your findings to the class. Visuals must be computer-generated and presented via computer in class on the due date.
  8. **Visuals must be in pdf format and turned in to professor via email or CD prior to the class starting to avoid delays.**
  9. Title of visual file must include last names of group! Calling it Project 1 does not differentiate it from others. Name it **1. Able Baker Charlie** for example.

**Project Two: Bricks—Design a Fashion Store (On-Site Retailer) (100 pts)**

1. Using project one, design a Brick store to go with your Click store.
2. Determine what research you need to do in order to open a physical store. You don't have to actually do all this research but you must decide what you need to know and how you would go about finding it out. You will need to do enough research to decide how to sell the same merchandise you are selling in the online store. You may vary the merchandise from the online store if you feel that would be profitable for any reason.
3. Analyze the San Diego market to determine an effective location.
4. Design the exterior and interior of the store including fixtures, signage, and shopping bags.
5. Customer service should be addressed briefly.
6. Using PowerPoint to create visuals to present your findings to the class. Visuals must be computer-generated and presented via computer in class on the due date.
7. **Visuals must be in pdf format and turned in to professor via email or CD prior to the class starting to avoid delays.**
8. Title of visuals must include last names of group! Calling it Project 2 does not differentiate it from others. Name it **2. Able Baker Charlie** for example.

**COURSE OUTLINE**

Unit 1	Introduction to Fashion Retailing 1. On-Site Fashion Retailing 2. Off-Site Fashion Retailing 3. Organizational Structures 4. The Fashion Consumer 5. Retail Research	Unit 3	Management and Control Functions 10. Merchandise Distribution and Loss Prevention
Unit 2	The Fashion Retailer's On-Site Environments 7. Store Location 8. Designing and Fixturing the Retail Environment	Unit 4	Merchandising Fashion Products 11. Planning and Executing the Purchase 12. Purchasing in Domestic and Off-Shore Markets 13. Private Labels and Brands 14. Inventory Pricing

**COURSE SCHEDULE**

**Monday and Wednesday**

DATE	LECTURE TOPIC	ASSIGNMENT
Jan 9	Introduction, Defining Fashion, Review	
Jan 11	<b>Eclass Quiz Due before class begins</b> On-Site Fashion Retailing	Chapter 1
Jan 16	<b>Martin Luther King Day—No Class</b>	
Jan 18	<b>Eclass Quiz Due before class begins</b> On-Site Fashion Retailing	Chapter 1
Jan 23	<b>Project Meetings</b> —establishing group membership by matching similar interests and tastes, making some decisions Points earned for participating and staying for entire class period	Attendance Required
Jan 25	<b>Eclass Quiz Due before class begins</b> Off-Site Fashion Retailing	Chapter 2
Jan 30	Off-Site Fashion Retailing	Chapter 2
Feb 1	<b>Eclass Quiz Due before class begins</b> Organizational Structures	Chapter 3
Feb 6	The Fashion Consumer	Chapter 4
Feb 8	<b>Eclass Quiz Due before class begins</b> The Fashion Consumer and Retail Research	Chapter 4 & 5
Feb 13	<b>Field Trip</b>	Subject to rescheduling
Feb 15	<b>Eclass EXAM Due before class begins</b> Retail Research	Chapter 5
Feb 20	<b>President's Day – No Class</b>	
Feb 22	<b>Eclass Quiz Due before class begins</b> Store Location	Chapter 7
Feb 27	Store Location	Chapter 7
Mar 1	<b>Eclass Quiz Due before class begins</b> Designing and Fixturing the Retail Environment	Chapter 8
Mar 6	<b>Spring Break—No Class</b>	
Mar 8	<b>Spring Break—No Class</b>	
Mar 13	Designing and Fixturing the Retail Environment	Chapter 8
Mar 15	<b>Eclass Quiz Due before class begins</b>	Chapter 10

DATE	LECTURE TOPIC	ASSIGNMENT
	Merchandise Distribution and Loss Prevention	
Mar 20	Field Trip	Subject to rescheduling
Mar 22	Eclass <b>EXAM</b> Due before class begins Planning and Executing the Purchase	Chapter 11
Mar 27	Planning and Executing the Purchase	Chapter 11
Mar 29	Eclass <b>Quiz</b> Due before class begins Purchasing Domestic and Off-Shore	Chapter 12
Apr 3	Purchasing Domestic and Off-Shore	Chapter 12
Apr 5	Eclass <b>Quiz</b> Due before class begins Private Labels and Brands	Chapter 13
Apr 10	Private Labels and Brands	Chapter 13
Apr 12	Eclass <b>Quiz</b> Due before class begins Private Labels and Brands	Chapter 13
Apr 17	Easter Recess—No Class	
Apr 19	Eclass <b>Quiz</b> Due before class begins Inventory Pricing	Chapter 14
Apr 24	<b>PROJECT ONE DUE</b>	Attendance Required
Apr 26	Eclass <b>Quiz</b> Due before class begins Inventory Pricing	Chapter 14
May 1	<b>PROJECT TWO DUE</b>	Attendance Required
May 3	Eclass <b>Quiz</b> Due before class begins Careers in Fashion Retailing	Appendix
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 8	Monday	1:00pm-3:00pm



**Department of Family and Consumer Sciences**

*Family and Parenting - FCS 385*

*Fall 2006*

**INSTRUCTOR:** Sandra B. Foster, M.S., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans 102

**COURSE TIME:** 2:45 - 4:20 Monday, Wednesday  
October 16 - December 13, 2006

**COURSE LOCATION:** E 114

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**COURSE DESCRIPTION:**

An analysis of family interaction patterns throughout the life cycle. Emphasis is on understanding family dynamics in relationships as well as opportunities to clarify values and improve communication patterns within the family. Exploration and discussion of the roles of parents in a child's development, concerns facing parents, parenting in varying life circumstances and the impact of different child-rearing practices are important components of this class.

**COURSE OBJECTIVES:**

1. To explore the theoretical frameworks surrounding the understanding of parent-child relationships and the family system.
2. To examine the changing lifestyles as related to interpersonal relationships throughout the life-cycle.
3. To discuss changes and adaptation in the parent-child relationship that occur throughout the life span, the implications for communication within the family, and other factors which help facilitate adjustment.
4. To examine the impact on a child's development factors such as changing family forms and dynamics, child-rearing practices, culture and heritage.
5. To evaluate the role of gender in the lives of individuals in family relationships and processes. (Emphasis on effects rather than causes of gender roles.)
6. To define factors involved in families at risk, and examine strategies for managing conflict and violence.
7. To compare and contrast parent-child relationships from a multi-cultural perspective.
8. To examine through reflection one's own family in terms of values, goals, roles, and expectations for its members.
9. To examine and expose factual information versus popular opinion or bias regarding current issues that affect families.
10. To explore the components of successful marriages; the expectations of marriage and factors that contribute to marital satisfaction and commitment.
11. To examine physical and psychological intimacy and factors leading to responsible behavior related to sexuality.

## REQUIRED TEXT:

The Marriage and Family Experience, by Bryan Strong, Christine DeVault, Barbara Sayad, Theodore Cohen, 9<sup>th</sup> Edition

## ASSIGNMENTS/PROJECTS/REQUIREMENTS:

To receive credit for this course you must:

1. Complete 3 unit exams. Exams will cover reading, lectures/discussion, videos and speakers. (Approximately 100 points each)
2. Discussion group participant (20 points each group)
3. Cooperative research paper/presentation (100 points)

## POLICIES AND PROCEDURES:

1. Attendance: Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
2. Late assignments will have 10% of the total possible points deducted.
3. No assignment will be accepted if more than one week late.
4. Academic Honesty: If compromised, a failure is given in the assignment OR in the course. See the *Catalog* for full details.

## ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

**GRADE DISTRIBUTION:**

<b>GRADE</b>	<b>PERCENTAGE RANGE</b>	<b>GRADE</b>	<b>PERCENTAGE RANGE</b>
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

**GROUP PROJECTS AND GUIDELINES:**

*Group Discussions*

Group discussions are part of each chapter presentation during the quad. You will be expected to participate in all the discussions. In two of the discussions you will be an assigned participant.

**Discussion Group Participant:** As an assigned participant, you are responsible for attending class and familiarizing yourself with the topic. Your instructor will depend on you to ask questions and pose ideas that will help the group's learning process in relation to skill development and success on course exams.

After the group discussion each assigned participant will hand in the participant form. Forms are due immediately following the discussion.

GROUP DISCUSSION PARTICIPANT  
Form

Name \_\_\_\_\_

Topic/Chapter \_\_\_\_\_

The Subject Matter

Ideas to present:

Questions to ask:

Points of controversy:

Write five (5) statements from this chapter that you consider the most insightful or important.

**GROUP DISCUSSION PARTICIPANT  
Form**

Name \_\_\_\_\_

Topic/Chapter \_\_\_\_\_

The Subject Matter

Ideas to present:

Questions to ask:

Points of controversy:

Write five (5) statements from this chapter that you consider the most insightful or important.

## COOPERATIVE RESEARCH PAPER AND ORAL PRESENTATION:

The research paper should examine historical, contemporary or future issues in family dynamics or parenting issues that are of interest to the student. Paper topics must be approved by the instructor prior to researching the subject matter. Topic proposals are due by the end of the second week.

The paper should be typed, double spaced and approximately 8-10 pages in length. The purpose of a research paper is to provide students with the opportunity to pursue an area of interest in depth and to become familiar with current research available through academic literature. It is a cooperative effort, giving students a practicum experience in communication. A presentation of the material collected will be given to the class at the end of the quad.

## RESEARCH PAPER REQUIREMENTS:

1. Topic proposal submitted by due date for approval.  
(one from each group member)
2. Minimum 8 typewritten pages  
Maximum 10 typewritten pages  
Double-spaced  
Margins 1 ½ inches
3. Content and Organization
  - Outline of Paper
  - Introduction of topic
  - Brief paragraph on the method and organizations used by the group
  - Body - includes results of information gathered, and a discussion (evaluate and interpret results)
  - Personal reflection from each member (not included in the 8-10 page requirement)
  - Summary/Conclusion
4. Documentation  
Complete and accurate - must use internal citations APA
5. Reference List  
Minimum of 5 references and resources from each person in the group (your texts may not be included)
6. Prepare a one to two page handout for the class that is a combination of facts and references related to your topic. The use of visuals during the oral presentation is required. Visuals are not handouts. You may not copy your complete paper as a handout.

## Family Relations/Parenting Research Paper Proposal

Names \_\_\_\_\_

Topic \_\_\_\_\_

Reason for choosing this topic:

Plan for Study:

What questions would you like answered as a result of investigating this topic? What directions will your readings take?

Books selected (publication within seven years): Give full bibliographical references.

1.

2.

3.

Articles selected from periodic literature (publication within five years): Give full bibliographical references.

1.

2.

3.

4.

5.

FCS 385  
Evaluation - Research Paper  
(turn this page in with your paper)

- |                      |  |           |
|----------------------|--|-----------|
| A. Topic             | topic approved<br>proposal completed   | 5 points  |
| B. Content           | outline<br>topic well developed<br>introduction<br>brief paragraph on method and organization<br>evaluate and interpret results<br>followed content and organization outline<br>information applied to family relations or parenting | 40 points |
| C. Resources         | references used throughout paper<br>quality of references<br>variety of references<br>references current<br>minimum of 5 references per person   | 10 points |
| D. Format            | neatness<br>good form<br>readable<br>organized<br>followed assigned requirements (8 page minimum, double-spaced).<br>followed APA guidelines   | 10 points |
| E. Summary           | all points summarized<br>well-drawn conclusion<br>personal reflection  | 10 points |
| F. Oral presentation | visuals*<br>interesting presentation style<br>professional and polished<br>handouts*   | 25 points |



\*refer to requirement sheet

**COURSE OUTLINE:**

- I. Meaning of Marriage and the Family
  - A. Popular culture construction of family life
  - B. Defining marriage, family and parenting
  - C. Functions of marriages and family
    - 1. Intimate relationships
    - 2. Economic cooperation
    - 3. Reproduction and socialization
    - 4. Assignment of social roles
  - D. Role of a parent
  - E. Extended families
  - F. Contemporary American marriages and families
  
- II. Thinking Critically about Family and Parenting
  - A. Research methods
  - B. Theories of marriage and the family
  
- III. Dynamics and Diversity of Families
  - A. Historical perspective
    - 1. Marriage and the family
    - 2. Parenting roles
  - B. Social class variations in family life
  - C. Racial and ethnic diversity
    - 1. Changing perspective on ethnicity and family
    - 2. African-American families
    - 3. Latino-American families
    - 4. Asian-American families
    - 5. Native-American families
    - 6. European Ethnic families
  
- IV. Contemporary Gender Roles
  - A. Understanding gender and gender roles
  - B. Learning gender roles
  - C. Transition of gender roles
  - D. Constraints of gender roles
  
- V. Friendship, Love and Commitment
  - A. Approaches to the study of love
  - B. Managing jealousy
  
- VI. Communication and Conflict Resolution
  - A. Verbal and nonverbal communication
    - 1. Nonverbal
    - 2. Gender differences
  - B. Communication patterns
    - 1. Marriages
    - 2. Parenting
  - C. Developing communication skills
  - D. Power, conflict and intimacy

VII. Singlehood, Pairing and Cohabitation

- A. Choosing partners
- B. Romantic relationships
- C. Singlehood
- D. Cohabitation

VIII. Understanding Sexuality

- A. Psychosexual development through life-span
- B. Sexual relationships

IX. Pregnancy and Parenting

- A. Becoming a parent
- B. Being a parent
- C. Parents' needs
- D. Parenting in varying life circumstances
- E. Styles and strategies of child rearing

X. Family Processes and Family Life Cycles

- A. Development perspective
- B. Marriages at each stage of life cycle
- C. Marriages in varying circumstances

XI. Family Violence and Sexual Abuse

- A. Models of family violence
- B. Prevalence of family violence
- C. Child sexual abuse
- D. Parenting in times of trauma

XII. Coming Apart: Separation and Divorce

- A. Divorce trends
- B. Factors affecting divorce
- C. Children and divorce

XIII. New Beginnings

- A. Single-parent families
- B. Binuclear families
- C. Blended families

Family and Parenting  
FCS 385  
Fall 2006

WEEK	Monday	Wednesday
1	Oct 16 Intro to class Sign up for Discussion Group	chapter 1 Oct 18 chapter 2
2	Oct 23 chapter 3	Oct 25 TEST #1 Chpt 1-3
3	Oct 30 chapter 4	Nov 1 chapter 5
4	Nov 6 chapter 6	Nov 8 chapter 7
5	Nov 13 Test #2 Chpt 4-7	Nov 15 chapter 8
6	Nov 20 chapter 9	Nov 22 Thanksgiving
7	Nov 27 chapter 10 & 11	Nov 29 chapter 12 Research Presentation
8	Dec 4 chapter 13 Research Presentation	Dec 6 chapter 14 Research Presentation
9 Final Week	Dec 11 TEST #3 - Chapters 8-14 Monday 1:00 p.m.	

**Department of Family and Consumer Sciences**  
*History of Design in Housing and Furniture- FCS 395*  
*Spring 2006*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 11:00 am – 11:50 pm Tuesday and Thursday

**COURSE LOCATION:** Evans 121

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am & noon-1:00pm; Wed 10:30-11:00am & 1:30-4:30pm; Thu 10:00-11:00am and noon-1:00pm; and by appointment

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**COURSE DESCRIPTION**

Survey of architecture, interiors and furniture from ancient times to the present including recent adaptations and contemporary developments.

**COURSE OBJECTIVES**

1. To recognize furniture and interiors typical of the Western World and The Far East from about 10,000 BC to the present.
2. To discover how housing, furniture and household products are the result of interaction between the social organization, current events, technology and the arts.
3. To understand the consumer product adoption process.
4. To enrich student personal life with an informed understanding of the arts.
5. To act as inspiration for student creative work.

**REQUIRED TEXT**

*Interior Design & Decoration*, 5<sup>th</sup> edition by Sherrill Whiton and Stanley Abercrombie. 2002

**REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.ptloma.edu>
- Computer-generated color visuals for projects done in the landscape orientation for display via computer. **PDF format required.** Will be posted on Eclass for all students after submitted.
- PrimoPDF free program to convert any computer-generated product into a pdf readable file on any computer is available at <http://www.primopdf.com/>

**GENERAL POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. **All students are expected to check Eclass and ptloma.edu email regularly** for any new postings or communications from the instructor. **READ THEM!** Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.

3. **NO CELL PHONES.** Turn them off and keep them off. They interrupt everyone and their use is inappropriate to the classroom.
4. Quizzes are 10 questions and are given via Eclass. No makeup quizzes are given; each student is responsible for submitting it via email before class begins each week.
5. All assignments/projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **NOTE: Some items will not earn points if submitted late.** Those are clearly identified in the list of grading criteria below.
6. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
7. No items will be accepted after the final exam.
8. No makeup exams given. Emergencies processed on an individual basis.
9. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, and don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
10. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

### FCS 395 SPECIFIC POLICIES AND PROCEDURES

**Classroom Presentations are required of all students.** You and your project must be in class on the due date to earn the in-class presentation points for any project. **Each student** must get up and display visual(s) and make a brief 2 minute presentation that is concise and coherent. Time is short; be organized and use it to your advantage.

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (one and one-half weeks of this 16-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (three weeks of a semester long course) is reported as missed, the student will automatically be de-enrolled.

### COURSE GRADING CRITERIA

Eclass quizzes (13 x 10 pts @)	130
Eclass exams (2 x 30 pts @)	60
Final Exam	100
2 Projects (2 x 100 pts @)	200
Classroom Activities, Homework, etc. (approx 5 pts @)	<u>110</u>
	600 Total Points

## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

### PROJECT GUIDELINES

All projects will be shared with the class on the date they are due. You and your presentation must be in class on the due date to earn the in-class presentation points for this project.

#### Project 1 Trace the Design Influence

*Use furniture dated before 1800AD.*

##### Instructions for project:

- Using a picture or drawing of a chair, a bed, and a piece of storage furniture that might have been found in the same room in a home from the time period assigned, show how it has been used as a design influence in today's furniture (available for sale in USA in past 12 months).
  - Clearly identify where this picture came from with a complete bibliographical citing.
- Identify at least one design feature in each piece of furniture—silhouette, leg, upholstery, door, hardware, etc.
  - Using one or more copies of the picture(s), highlight and identify the design features selected.
- Examine the "look" of each of these design features.
- For each design feature find a chair, a bed, or storage piece from the present that has a very similar part or better yet exactly the same design feature.
- It doesn't have to be an exact replica of historic furniture just that part or design feature! It should have the "look" of the historic furniture though.
- Trace or Xerox from a book, magazine, or advertisement or print from the Internet, the furniture item that has a part that "matches" the part of your historical furniture and identify where the picture came from with a full bibliographical citing.
- How is the more recent furniture different and yet the same from the earlier design inspiration?
  - Consider styling, fabrication, applied decoration, hardware, etc.
  - Mention at least two ways it is the same and two ways it is different from the historic furniture for each design feature highlighted.

#### Project 2 Designer Poster on PowerPoint

Research a furniture designer or craftsman, or architect from the 18<sup>th</sup> or 19<sup>th</sup> Century. Select from list, first come first served, create a PowerPoint poster and present to class. Visual should be interesting to look at and informative to read. Use a title and subtitles to promote greater understanding of your pictures and prose.

Give a brief overview of his/her life and career with some description of the individual's design importance and historical impact. Hit the highlights of how he/she affected others in the field and out of it. In other words, put this person in a historical context but concentrate on their historic importance and lasting legacy. Illustrate with pictures.

**Your projects should be noticeably different from other students.**

## COURSE OUTLINE

- I. The Ancient World
  - A. Design Before History
  - B. Egypt
  - C. The Ancient Near East
- II. The Classical World
  - A. Greece
  - B. Rome
- III. The Middle Ages
  - A. Early Christian & Byzantine Design
  - B. Romanesque and Norman Design
  - C. The Gothic
  - D. Islamic Design
- IV. The East
  - A. India
  - B. China
  - C. Japan
- V. The Renaissance
  - A. The Italian Renaissance and Later Developments
  - B. Spain
  - C. The French Renaissance and Later Developments
  - D. The English Renaissance and Later Developments
- VI. The New World
  - A. Pre-Columbian America
  - B. The Europeans in North America
- VII. The Modern World
  - A. The Nineteenth Century
  - B. The Twentieth Century

## COURSE OVERVIEW

### Tuesday and Thursday

DATE	LECTURE TOPIC	ASSIGNMENT
Jan 10	Introduction, Ancient World	Chapters 1-2
Jan 12	<b>Eclass Quiz Due before class begins</b> Ancient World continued	Chapters 2-3
Jan 17	The Classical World	Chapters 4-5
Jan 19	<b>Eclass Quiz Due before class begins</b> The Classical World continued	Chapters 4-5
Jan 24	The Middle Ages	Chapters 6-7
Jan 26	<b>Eclass Quiz Due before class begins</b> The Middle Ages continued	Chapters 6-7
Jan 31	Gothic	Chapter 8
Feb 2	<b>Eclass Quiz Due before class begins</b> Gothic	Chapter 8
Feb 7	Gothic & Islamic	Chapters 8-9
Feb 9	<b>Eclass EXAM Due before class begins</b> The Near East	Chapters 9-10

DATE	LECTURE TOPIC	ASSIGNMENT
Feb 14	The Far East	Chapter 11-12
Feb 16	<b>Eclass Quiz Due before class begins</b> The Far East	Chapter 11-12
Feb 21	The Italian Renaissance	Chapter 13
Feb 23	<b>Eclass Quiz Due before class begins</b> The Italian Renaissance/Spain	Chapters 13-14
Feb 28	Spain	Chapter 14
Mar 2	<b>Eclass Quiz Due before class begins</b> French Renaissance	Chapter 15
Mar 7	<b>Spring Break—No Class</b>	
Mar 9	<b>Spring Break—No Class</b>	
Mar 14	French and English Renaissance	Chapters 15-16
Mar 16	<b>Eclass Quiz Due before class begins</b> English Renaissance	Chapter 16
Mar 21	The New World	Chapters 17-18
Mar 23	<b>Eclass Quiz Due before class begins</b> Europeans in North America	Chapter 18
Mar 28	<b>PROJECT 1 DUE</b>	
Mar 30	<b>Eclass Quiz Due before class begins</b> Europeans in North America	Chapter 18
Apr 4	19 <sup>th</sup> Century	Chapter 19
Apr 6	<b>Eclass Quiz Due before class begins</b> 19 <sup>th</sup> Century	Chapter 19
Apr 11	19 <sup>th</sup> Century	Chapter 19
Apr 13	<b>Easter Recess—No Class</b>	
Apr 18	19 <sup>th</sup> Century	Chapter 19



DATE	LECTURE TOPIC	ASSIGNMENT
Apr 20	Eclass Quiz Due before class begins 20 <sup>th</sup> Century	Chapter 20
Apr 25	<b>PROJECT 2 DUE</b>	
Apr 27	Eclass Quiz Due before class begins 20 <sup>th</sup> Century	Chapter 20
May 2	20 <sup>th</sup> Century	Chapter 20
May 4	Eclass Quiz Due before class begins 20 <sup>th</sup> Century	Chapter 20
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 11	Thursday	10:30 am – 12:30 pm

**FCS 400 Level Course Syllabi**

# Department of Family and Consumer Science

*Flat Pattern Making – FCS 400*

*Spring 2007*

**INSTRUCTOR:** Nancy K. Murray, Ph.D., nmurray@ptloma.edu

**COURSE TIME:** 1:30 – 4:30 pm, Thursday

**COURSE LOCATION:** Evans 112-113

**OFFICE LOCATION/HOURS:** Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except 3<sup>rd</sup> Wed of month); Thu 10:00-11:00am; and by appointment

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## **COURSE DESCRIPTION**

Advanced problems and techniques of clothing construction: dress design and flat patterns.

Prerequisite: FCS 105

## **COURSE OBJECTIVES**

1. Apply the basic elements and principles of design to designing garments.
2. Learn the basic principles of flat pattern design by completing various flat pattern exercises.
3. Learn basic principles of fitting.
4. Design a garment and create a pattern from the design.
5. Complete muslin copy of designed garment.
6. Complete designed garment in appropriate fabric.

## **REQUIRED TEXT**

Reader's Digest, *Complete Guide to Sewing or New Complete Guide to Sewing*

## **REQUIRED TECHNOLOGY USE**

- PLNU Eclass accessible at <http://eclass.pointloma.edu>
  - Required rubrics and forms may be downloaded/printed from Eclass.
- Garment Designer 2 flat pattern software.
- MS Word for all written directions and reports

## **REQUIRED MATERIALS**

Flat Pattern Supplies and Sewing Supplies (lists provided)

Project Supplies including appropriate fabrics and notions

## **POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. All students are expected to check Eclass and ptloma.edu email regularly for any new postings or communications from the instructor. READ THEM! Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site, and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
4. **NO CELL PHONES or IPODS or similar electronics.** Turn them off and keep them off. They are inappropriate to the classroom.

5. All projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **Presentation points may only be earned if present in class on the day the project is due.**
6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
7. All classroom activities are due the day they are presented in class. **No makeup activities are given.**
8. No items will be accepted after the final exam.
9. No makeup exams given. Emergencies processed on an individual basis.
10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

#### FCS 400 SPECIFIC POLICIES AND PROCEDURES

1. Demonstrations will not be repeated, be on time.
2. Each student is assigned a plastic bin to keep their sewing equipment and supplies in. It is kept in the Resource Room, clearly marked with the student's name. It is not taken from the FCS Department.
3. **Some sewing must be completed outside of class. Each student is responsible for making appropriate arrangements.**
4. Each student is assigned to share a sewing machine with another student and together they are responsible for the care and safety of the assigned sewing machine and accessories. Please use the sewing machine carefully for both its continued successful operation and your own safety. The machine and its accessories are expensive to maintain and replace. Please act accordingly.
5. All students must retain possession of their assigned bobbins (2) and thread throughout the semester. **NEVER REMOVE THE BOBBIN CASING FROM THE MACHINE.**
6. During a semester when more than one class is using the sewing machines, students are responsible for removing their needle when they leave the machine as well as the bobbin and thread.
7. **Students who wish to use their own machine in class may do so, but PLNU is not responsible for personal machines.** This includes repair, maintenance, theft etc. Clearly mark personal sewing machines with your name! Place it in the Resource Room at the instructor's direction. It is recommended that personal machines not be shared with other students.
8. Each student is responsible for purchasing supplies and bringing them to class by the dates indicated in the syllabus.

#### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

#### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

#### FCS 400 ATTENDANCE RULES

1. **Class attendance is ESSENTIAL for success in this class. There is no acceptable substitute.** Attendance is monitored carefully. **DO NOT CUT CLASS.**
  - a) Sign in with the time of your arrival at every class.
  - b) Clean up thoroughly and checked with the instructor before leaving.

- c) Sign out with the time of your departure.
2. The only satisfactory reason for missing this class is illness. **IT IS THE STUDENT'S RESPONSIBILITY TO REPORT ILLNESS TO THE INSTRUCTOR PROMPTLY.** Continued absence regardless of reason will put the student too far behind to complete class successfully.
3. De-enrollment rules are followed.
  1. Miss 1 class (or part of a class)—receive a warning for de-enrollment and lose points.
  2. Miss 2 classes—receive a warning, the Associate Provost is notified and may de-enroll you, and lose points.
  3. Miss 3 classes—instructor will de-enroll you regardless of reason for missing class. As class attendance and participation is essential for learning flat pattern techniques, student will be too far behind to complete class successfully.

## COURSE GRADING CRITERIA

### APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Quarter-Scale Flat Pattern Principles	45
Fashion Designs	50
Personal Full-Size Sloper Pattern	25
Personal Full-Size Sloper Construction	50
Personal Full-Size Sloper Measurements	10
Garment Design Presentation Board	25
Analysis of Pattern Design	25
Quarter-Scale Garment Design Pattern	25
Garment Directions for Construction	25
Full-Size Garment Design Pattern	25
Toile	50
Garment	100
<b>Activities and Other Requirements:</b>	
Measuring the Body	5
Quarter-Scale sloper (labeled and packaged in large envelope)	5
Flat Pattern Equipment on date due (late--no points)	5
Sewing Equipment in Appropriate Container on date due (late--no points)	5
Sloper Fabric	5
Ironing Board Duty (late--no points)	5
Garment Modeling and Presentation	10
Garment Self-Evaluation	10
Evaluation of Another's Garment	10
<u>Final Exam</u> (not multiple choice—pattern making with ¼ scale sloper)	<u>100</u>
<b>TOTAL POINTS</b>	<b>615</b>

### INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES

Lose Points:	
Every 10 minutes of class missed	-1
Failure to sign in or sign out	-1
Failure to checkout with the instructor when you leave	-1
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20%
Missing sewing equipment (each time)	-10
Failure to bring appropriate fabric, thread, zipper, interfacing or other needed materials (each time)	-10
Failure to attach the appropriate rubric to a project	-10

Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**REQUIRED SUPPLY LISTS**

Flat Pattern Supplies each item with student's name clearly marked

- paper scissors
- transparent tape
- clear ruler 18-24 inches with ¼" grid marked on it
- french curve (optional)
- pencils or markers for flat pattern principles and fashion designs
- card stock ¼ scale pattern and curve, cut out with student's name on each piece and stored in one of the large envelopes
- three large envelopes with student's name clearly printed in dark marker in upper right hand corner for practice problems and ¼ scale sloper

Sewing Supplies each item with student's name clearly marked and stored in appropriate container

- fabric shears (8")
- thread snippers or thread scissors (optional but recommended)
- sewing machine needles (one package size 11 or 14)
- hand sewing needles (sharps)
- tape measure
- sewing gauge
- 200+ straight pins (glass head or plastic head), the longer quilt pins are easy to handle
- pin cushion
- seam ripper
- marking supplies (both of the following)
  - marking pencil
  - tracing paper and tracing wheel

Fabric & Notions each student's needs will be different depending on individual size, garment design, and personal taste

- ¼ or ½ inch gingham or similar cotton or cotton/poly fabric in a check or stripe (color must be woven in not printed on) for sloper (2-3 yards depending on student's size)
- toile fabric and notions, amount and type needed will depend on garment design
- garment fabric and notions, amount and type needed will depend on garment design

**ITEMS TO COMPLETE – LATE POLICY APPLIES**

**QUARTER-SCALE FLAT PATTERN PRINCIPLES (45 points)**

- Flat Pattern Principle #1: Dart manipulation (15 points)
- Flat Pattern Principle #2: Added Fullness (15 points)
- Flat Pattern Principle #3: Contouring (15 points)

**FASHION DESIGNS (50 points)**

Create eight sketches over five week period developing possible garments to make in this class. Designs should progress in quality of presentation and appropriateness to individual's figure, taste, and construction skills.

**PERSONAL FULL-SIZE SLOPER PATTERN (25 points)**

Using Garment Designer 2 on the computer input your precise measurements to create a full-size sloper pattern.

**PERSONAL FULL-SIZE SLOPER CONSTRUCTION (50 points)**

Construct it from ¼" or ½" gingham and fit it the individual's figure. No facings or hems required. After accurate fitting, careful measurements must be taken and inserted into Garment Designer 2 for use in designing garments. In rare circumstances, it will be necessary to transfer sloper to poster board without seam allowances for use in manually constructing the pattern for garment design.

**PERSONAL FULL-SIZE SLOPER MEASUREMENTS (10 points)**

Create a report for professor with original measurements and adjusted measurements shown in order to receive grade.

**FINAL GARMENT DESIGN PRESENTATION BOARD (25 points possible)**

A colored drawing of garment design on 8 ½ x 11 or larger poster board. Front and back views required, enlargement of details a plus. Attach appropriate fabric swatch(s). Quality of presentation, appropriateness of design to designer's sewing skills, and suitability of fabric for garment design will be evaluated.

**ANALYSIS of PATTERN DESIGN (25 points possible)**

MS Word document that provides a complete list of pattern pieces, identification of which flat pattern principles are needed to create this design, and a complete list of fabrics and notions needed to construct. Reviewed by another student and amended. Printed out and submitted for grading.

**QUARTER-SCALE GARMENT DESIGN PATTERN (25 points possible)**

Quarter-scale paper pattern of garment design project made using Garment Designer 2 utilizing the individual's sloper measurements. Full markings required including seam allowances and hems. Printed out and submitted for grading. Any features Garment Designer 2 will not accommodate are identified and created manually using quarter-scale sloper.

**GARMENT DIRECTIONS FOR CONSTRUCTION (25 points possible)**

Complete step-by-step written directions for constructing garment design project. Reviewed by another student and amended. Final version printed out and submitted for grading.

**FULL-SIZE GARMENT DESIGN PATTERN (25 points possible)**

Full-size paper pattern of garment design project made with full markings, seam allowances and hems. To be done on the computer except for features of individual's designs that Garment Designer 2 will not accommodate.

**TOILE (50 points possible)**

Construct full-size garment design in muslin or gingham or other approved fabric to allow for design changes, check accuracy of pattern pieces, and ensure fit. Must use approved construction techniques and amend garment directions for construction.

**GARMENT (100 points possible)**

Construct full-size garment design from fabric appropriate to design. Must use approved construction techniques. Quality of construction, finished look and fit of garment will be evaluated.

## COURSE OUTLINE

- Unit 1 Flat Pattern Basics
- Equipment
  - Measurements
  - Pattern Alteration
  - Sloper—Basic Fitting Shell
- Unit 2 Flat Pattern Principle #1: Dart manipulation.
- Slash-spread technique
  - Pivotal transfer technique
- Unit 3 Flat Pattern Principle #2: Added Fullness
- Unit 4 Flat Pattern Principle #3: Contouring
- Necklines, armholes, strapless, back
- Unit 5 Flat Pattern Principles needed for designs submitted
- Sleeves, collars, ruffles, fastenings, plackets, etc.

## COURSE OVERVIEW

DATE	TOPICS	POINTS
Jan 11	Introduction to flat pattern: requirements, supplies, Eclass Readings Measuring the body Discuss fashion design, body type, and individual design style Assignment for next week: two fashion design sketches Ironing Board Duty When Assigned	5 Activity Points    5 Activity Points
Jan 18	Using Garment Designer 2 and precise body measurements create sloper pattern, print sloper pattern, have pattern approved. <b>Personal Sloper Pattern Due</b> <b>Two Fashion Design Sketches Due</b> Assignment for next week: two fashion design color sketches	25 Sloper Pattern Pts 10 Fashion Design Pts
Jan 25	<b>Flat Pattern and Sewing Supplies Due</b> <b>Sloper Fabric Due</b> <b>Quarter-Scale sloper Labeled and Packaged in Envelope Due</b> Flat Pattern Principle #1: Dart manipulation. Cut-out personal full-size sloper and begin construction <b>Two Fashion Design Color Sketches Due</b> Assignment for next week: two fashion design color sketches with list of pattern pieces needed to construct	20 Activity Points 15 Flat Pattern Points 10 Fashion Design Pts
Feb 1	Flat Pattern Principle #2: Added Fullness Full-size sloper construction and fitting <b>Two Fashion Design Color Sketches with List of Pattern Pieces Needed to Construct Due</b> Assignment for next week: two fashion design color sketches with list of pattern pieces needed to construct and fabric swatches attached	15 Flat Pattern Points 15 Fashion Design Pts
Feb 8	Flat Pattern Principle #3: Contouring Complete full-size sloper construction and fitting <b>Personal Sloper Construction Due</b> <b>Two Fashion Design Color Sketches with List of Pattern Pieces</b>	50 Sloper Pattern Pts 15 Flat Pattern Points 15 Fashion Design Pts



DATE	TOPICS	POINTS
	<b>Needed to Construct and Fabric Swatches Attached Due</b>	
Feb 15	<b>Personal Full-Size Sloper Measurements Due</b> Transfer personal sloper measurements to Garment Designer 2 <b>Garment Design Presentation Board Due</b>	10 Sloper Pattern Pts 25 Fashion Design Pts
Feb 22	<b>Analysis of Pattern Design Due</b> Flat Pattern Principles needed for designs submitted May include sleeves, collars, ruffles, fastenings, plackets, etc. Individual Pattern Development	25 Pattern Points
Mar 1	Additional Flat Pattern Principles as needed for designs submitted May include sleeves, collars, ruffles, fastenings, plackets, etc. Individual Pattern Development <b>Quarter-scale Garment Design Pattern Due</b>	25 Pattern Points
Mar 8	<b>Spring Break—No Class</b>	
Mar 15	Individual Pattern Development <b>Garment Directions for Construction Due</b>	25 Pattern Points
Mar 22	Complete full-size garment pattern <b>Garment Pattern Due</b> Begin Toile	25 Pattern Points
Mar 29	Toile Construction and Fitting	
Apr 5	<b>Easter Recess -- No Class</b>	
Apr 12	<b>Toile Due</b> After Toile Approved, Begin Garment Construction	50 Toile Points
Apr 19	Garment Construction and Fitting	
Apr 26	Complete Garment Construction	
May 3	<b>FASHION SHOW: Presentation of Design and Garment Modeling with appropriate accessories and shoes, Picture Taking</b> Clean Sewing Machines & Sergers, Organize Resource Room, Evaluate Garments <b>Garment Due</b> <b>Evaluation of Garments Due</b>	30 Activity Points 100 Garment Points
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 10	Thursday	1:00 pm – 3:00 pm

## Department of Family and Consumer Sciences

*Textile Science – FCS 405*

*Spring 2007*

<b>INSTRUCTOR:</b>	Nancy K. Murray, Ph.D., nmurray@ptloma.edu
<b>COURSE TIME:</b>	11:00 am - 12:10 am Monday & Wednesday
<b>COURSE LOCATION:</b>	Evans 112 & 113
<b>OFFICE LOCATION/HOURS:</b>	Evans 132/Mon 10:30-11:00am & 3:30-4:30pm; Tue 10:00-11:00am; Wed 10:30-11:00am & 1:30-4:30pm (except 3 <sup>rd</sup> Wed of month); Thu 10:00-11:00am; and by appointment

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### **COURSE DESCRIPTION**

The study of fiber structure and properties, yarn, fabric construction and finishes as related to selection, use and care. Includes recognition of fabrics and factors that determine serviceability.

Prerequisites: FCS 115 or FCS 130; and four units of a laboratory science

### **COURSE OBJECTIVES**

1. Understand the interrelationships of fibers, yarns, fabric constructions, color applications and finishes.
2. Identify from samples, common fibers, yarns, weaves, knits, fabric constructions, color applications and finishes.
3. Understand how production processes determine the characteristics and costs of various textile products.
4. Learn and use textile terminology correctly.
5. Know current laws and labeling requirements that regulate the textile industry in the United States as well as the laws and regulations governing textile imports.
6. Assess and predict fabric performance based on knowledge of fibers, yarns, fabric constructions, color applications and finishes.
7. Use the scientific experimental method to complete a class project.

### **REQUIRED TEXT**

*J.J. Pizzuto's Fabric Science, 8<sup>th</sup> edition, 2005, by Price, Cohen, and Johnson*  
*Fabric Science Swatch Kit, 8<sup>th</sup> edition, 2005, by Price, Cohen, and Johnson*

### **REQUIRED MATERIALS**

Double-stick tape, scissors, ruler, pencil and eraser

### **REQUIRED EQUIPMENT**

**PRS – Transmitter**—purchase at the bookstore—if you taking other courses that require the transmitter, you can use the same one for multiple courses for multiple semesters.

### **REQUIRED TECHNOLOGY USE**

PLNU Eclass accessible at <http://eclass.pointloma.edu>

### **POLICIES AND PROCEDURES**

Note: Failure to abide by the rules will negatively affect your grade.

1. All students are expected to check Eclass and ptloma.edu email regularly for any new postings or communications from the instructor. READ THEM! Regularly is defined as at least twice a week and to include the day before each class meeting.
2. Each student is expected to register on Blackboard/Eclass for this course, regularly check the course site,

- and utilize the information and announcements posted.
3. Class will begin promptly. *Class attendance is essential for success in this class.* Students are expected to work efficiently.
  4. **NO CELL PHONES or IPODS or similar electronics.** Turn them off and keep them off. They are inappropriate to the classroom.
  5. All projects are due during class on the date indicated in the syllabus. If an item is submitted late 20% will be deducted from grade earned for every class meeting they are late. No items will be accepted after the last day of class. **Presentation points may only be earned if present in class on the day the project is due.**
  6. All projects must have the appropriate rubric attached when submitted for grading. Put your name on it too!
  7. All classroom activities are due the day they are presented in class. **No makeup activities are given.**
  8. No items will be accepted after the final exam.
  9. No makeup exams given. Emergencies processed on an individual basis.
  10. Emergencies. Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.
  11. **Cleanliness is next to Godliness, practice that maxim.** Please leave the classroom as clean as or cleaner than you found it!

### FCS 405 POLICIES AND PROCEDURES

1. Demonstrations will not be repeated, be on time.
2. All classroom activities are due the day they are presented in class. **No makeup classroom activities are given.**
3. Swatch Kit Notebook is to be kept up-to-date at all times. Spot checks may be made at any time as part of the Classroom Activity. Twice during the semester the notebook is due. If it is submitted late, the late policy will be applied.
4. Students are required to remain for the entire class and return the work areas to order before leaving. Use your time effectively. **Expect attendance to be taken at the end of class.**

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### PLNU ATTENDANCE RULES

As stated in the PLNU catalog: Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes, the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% is reported as missed, the student will automatically be de-enrolled.

### COURSE GRADING CRITERIA

#### APPROPRIATE BEHAVIORS HAVE BENEFITS

Earn Points:	<u>POINTS</u>
Eclass Quizzes (13 x 10 pts @)	130
Eclass Exams (2 x 30 pts @)	60
Final	100
<i>Fabric Swatch Kit</i> Notebook & Swatch Quizzes	150
Classroom Activities: Projects and Labs	<u>235</u>
	675 Total Points

**INAPPROPRIATE BEHAVIORS HAVE CONSEQUENCES**

**Lose Points:**

Every 10 minutes of class missed	-1
Leaving early from class (in addition to above)	-10
Failure to clean up after yourself	-1
Failure to follow the policies and procedures (each time)	varies -1 to -10
Failure to complete items by date due	-20% of item due
Missing equipment or materials (each class you are unprepared)	-10
Failure to attach the appropriate rubric to a project	-10
Failure to put your name on the rubric	-2

**Grade Distribution**

<b>GRADE</b>	<b>PERCENTAGE RANGE</b>	<b>GRADE</b>	<b>PERCENTAGE RANGE</b>
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**COURSE OUTLINE**

- |  |   |
|--|---|
| <p>Unit 1 The Textile Industry</p> <p>A. Major Textile Producers</p> <p>    a. Fibers</p> <p>    b. Yarns</p> <p>    c. Fabrics</p> <p>    d. Dyeing and Printing</p> <p>    e. Finishing</p> <p>    f. Textile Put-up</p> <p>B. Sources of Fabrics</p> <p>C. Import and Domestic Textile Industry</p> <p>D. Textile Careers</p> | <p>Unit 6 E. Defects in Woven Fabrics</p> <p>Knitted Fabrics</p> <p>A. Knitting Machines</p> <p>B. Types of Knits</p> <p>C. Differences Between Knits and Wovens</p> <p>D. Defects in Knitted Fabrics</p>   |
| <p>Unit 2 Fiber Characteristics</p> <p>A. Performance Properties</p> <p>B. Identification</p>  | <p>Unit 7 Other Types of Textiles</p> <p>Unit 8 Textile Dyeing</p> <p>A. Types of Dyeing</p> <p>B. Stage of Production Dyeing</p> <p>C. Special Dyeing Effects</p>  |
| <p>Unit 3 Natural and Manufactured Fibers</p> <p>A. Natural Fibers</p> <p>B. Principal Manufactured Fibers</p> <p>C. Secondary Manufactured Fibers</p>   | <p>Unit 9 Textile Printing</p> <p>A. Methods of Printing</p> <p>B. Types of Prints</p>  |
| <p>Unit 4 Yarns and Sewing Threads</p> <p>A. Spun and Filament Yarns</p> <p>B. Special Types of Yarns</p> <p>C. Sewing Threads</p>   | <p>Unit 10 Textile Finishing</p> <p>A. Aesthetic Finishes</p> <p>B. Functional Finishes</p>   |
| <p>Unit 5 Woven Fabrics</p> <p>A. The Loom</p> <p>B. Basic Weaves</p> <p>C. Special Weaves</p> <p>D. Factors Affecting Cost</p>  | <p>Unit 11 Care and Renovation of Textiles</p> <p>Unit 12 Textiles for Interiors</p> <p>A. Upholstery</p> <p>B. Carpet</p> <p>C. Window Fabrics</p> <p>Unit 13 High-Tech Fabrics</p> <p>Unit 14 Determining Fabric Quality</p> <p>Unit 15 Guide to Fabric Selection</p> <p>Unit 16 Textile Laws and Regulations</p> |

## COURSE SCHEDULE

DATE	LECTURE TOPIC	ASSIGNMENT/PTS
Jan 9	Introduction Laboratory Experiment Design The Textile Industry	Chapter 1 10 Activity Points
Jan 16	<b>Eclass Quiz Due before class begins</b> Fiber Characteristics Swatch Book Constructed <i>Video: Life Made Better, Man-Made Fibers</i>	Chapter 2 10 EQuiz Points 15 Activity Points 20 Swatch Points
Jan 23	<b>Eclass Quiz Due before class begins</b> Fibers <i>VC1970 Colored Cotton</i> <i>VC3823 Manufactured Fibers</i>	Chapter 3 10 EQuiz Points 15 Activity Points
Jan 30	<b>Eclass Quiz Due before class begins</b> Yarns <i>VC3538 Mill Times</i>	Chapter 4 10 EQuiz Points 15 Activity Points 10 Swatch Points
Feb 6	<b>Eclass Quiz Due before class begins</b> Loom & Basic Weaves <i>Video: Beginning Four Harness Weaving</i> <i>Video: Denim, Jeans &amp; Con, Cone Mills</i>	Chapter 5 10 EQuiz Points 15 Activity Points
Feb 13	<b>Eclass EXAM Due before class begins</b> Woven Fabrics <i>Video: The Story of Corduroy, Cone Mills</i>	Chapter 5 30 EExam Points 15 Activity Points 20 Swatch Points
Feb 20	<b>Eclass Quiz Due before class begins</b> Knitted Fabrics <i>Video: The Alamac Story, West Point Pepperil</i>	Chapter 6 10 EQuiz Points 15 Activity Points
Feb 27	<b>Eclass Quiz Due before class begins</b> <b>Swatch Notebook Due</b> Knitted Fabrics Other Types of Textiles	Chapter 6 & 7 10 EQuiz Points 15 Activity Points 20 Swatch Points
Mar 6	<b>Spring Break—No Class</b>	
Mar 13	<b>Eclass Quiz Due before class begins</b> Textile Dyeing <i>DVD 0256 Textiles: Industrial Printing and Dyeing</i>	Chapter 8 10 EQuiz Points 15 Activity Points
	<b>Eclass Quiz Due before class begins</b>	

DATE	LECTURE TOPIC	ASSIGNMENT/PTS
Mar 20	Textile Printing <i>VC 1159 Printmaking</i>	Chapter 9 10 EQuiz Points 15 Activity Points 10 Swatch Points
Mar 27	<b>Eclass EXAM Due before class begins</b> Textile Finishing	Chapter 10 30 EQuiz Points 15 Activity Points 10 Swatch Points
Apr 3	<b>Eclass Quiz Due before class begins</b> Care & Renovation of Textiles Textiles for Interiors	Chapter 11 – 12 10 EQuiz Points 15 Activity Points
Apr 10	<b>Eclass Quiz Due before class begins</b> Textiles for Interiors	Chapter 12 10 EQuiz Points 15 Activity Points 20 Swatch Points
Apr 17	<b>Eclass Quiz Due before class begins</b> Textiles for Interiors High-Tech Fabrics	Chapters 12 – 13 10 EQuiz Points 15 Activity Points
Apr 24	<b>Eclass Quiz Due before class begins</b> Determining Fabric Quality	Chapter 14 10 EQuiz Points 15 Activity Points 20 Swatch Points
May 1	<b>Eclass Quiz Due before class begins</b> Guide to Fabric Selection Textile Laws & Regulations <i>Video: America's Textiles: An Industry Fights Back</i> <b>Swatch Notebook Due</b>	Chapters 15 – 16 10 EQuiz Points 15 Activity Points 20 Swatch Points
<b>COMPREHENSIVE FINAL EXAMINATION</b>		
May 10	Tuesday	1:00 pm – 3:00 pm

**Department of Family and Consumer Sciences**  
*Medical Nutrition Therapy – FCS 415*  
*Spring 2007*

Instructor: Cindy Swann, MS, RD, CDE  
Office Location: Evans Hall 134  
Office Hours: 9:00 – 11:00 am Monday and Wednesday (or by appt.)  
Contact: Voice Mail = x2351 or email = [cswann@ptloma.edu](mailto:cswann@ptloma.edu),  
Course Time 11:00 – 12:40 pm Monday and Wednesday  
Course Location Evans Hall 122

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Required Text: Nelma, M.; Sucher, K. and Long, S. Nutrition Therapy and Pathophysiology, Thompson Publishing Co., 2007.  
Billons, W. Clinical Nutrition Case Studies, 4<sup>th</sup> ed. West Publishing Co., 2006.  
Pronsky, Z. Food Medication Interactions, 14<sup>th</sup> ed., 2006.

#### Course Description

A study of nutrition status and assessments, nutrition care strategies, and the modification of normal food intake with an emphasis on dietary adjustments necessitated by certain diseases and conditions.

Course Objectives: Upon completions of this course, students will be able to:

1. Understand the role of utilizing the diet manual in the nutritional management of the patient.
2. Given a disease or condition treatable with diet therapy, be able to explain:
  - a. the general description of dietary management.
  - b. it's nutritional adequacy.
  - c. indication and rationale.
  - d. goals of dietary management.
  - e. the appropriate dietary recommendation.
3. Prescribe and explain the rationale of the appropriate diet order.
4. Calculate common therapeutic diets.
5. Prepare a complete, individualized diet instruction to meet a patient's nutritional/therapeutic needs.
6. Reinforce nutritional care assessment, planning, implementation, evaluation and documentation.
7. Utilized "SOAP" note format to communicate nutritional information in a medical chart.

## SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):

1. Counseling theory and methods (1e)
2. Graduates will have knowledge of educational theory and techniques (1g)
3. Counsel individuals on nutrition (1l)
4. Document appropriately a variety of activities (1m)
5. General health assessment, e.g. blood pressure, vital signs (2c)
6. Pathophysiology related to nutrition care (2i)
7. Fluid and electrolyte requirements (2j)
8. Pharmacology: Nutrient-nutrient and drug-nutrient interaction (2k)
9. Interpret medical terminology (2l)
10. Interpret laboratory parameters relating to nutrition (2m)
11. Needs assessment (4b)
12. Assessment and treatment for nutritional health risks (6d)
13. Medical nutrition therapy (6e)
14. Strategies to assess need for adaptive feeding techniques and equipment (6f)
15. Calculate and/or define diets for health conditions addressed by health promotion/disease prevention activities or uncomplicated instances of chronic disease of the general population, e.g. hypertension, obesity, diabetes, diverticular disease (6k)
16. Screen individuals for nutritional risk (6l)
17. Collect pertinent information for comprehensive nutrition assessment (6m)
18. Translate nutrition needs into food choices and menus for people of diverse cultures and religions (6o)
19. Measure, calculate, and determine body composition data (6p)
20. Calculate enteral and parenteral nutrition formulations (6q)

### Policies and Procedures:

1. Attendance is expected at every session. Your full attendance and participation is expected since it constitutes part of your integrated clinical experiences, and will be used as one criterion for evaluation. If absent, you will be required to obtain the missed information on your own.
2. PLNC rules on academic honesty apply to this course.
3. All assigned work is due during the class period on the date assigned. Late work is subject to a 50% deduction if not turned in by the end of class.

### Academic Accommodations:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### Course Grading Criteria:

Pts.



3 Term Exams @ 100 pts. each	300
5 Case Studies/Quizzes @ 20 pts. each	100
Journal Article Review	25
Wellness Center Project	25
Participation/Attendance	50
Comprehensive Final Exam	<u>150</u>
<b>TOTAL</b>	<b>650</b>

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 59%

Exams:

The three exams given during the semester will assess knowledge in the areas covered since the last exam and up to the new exam dates. The final exam will cover material from the entire semester. The majority of exam questions will cover lecture material. However, exam questions from the text, case study information or assigned reading material not discussed in lecture may also be used. Students arriving late will NOT be given any additional time to complete the exam. Emergencies forcing a student to miss an exam must be notified to the instructor PRIOR to the exam, and written documentation of health or other emergency situations must be provided to the instructor.

Case Studies:

During most class periods, students will be given a case study related to recent lecture material. The objective of the case study is to give students the opportunity to apply nutrition theory to "dietetic practice". At the end of the class period, students will turn in individual reports on certain case studies (see class schedule for dates). These individual reports will be graded and discussed in the following class period. NO make-up case studies will be given for those not attending class without documentation of illness or emergency situations.

Journal Article Review:

Each student will be responsible for presenting a current journal article relating to one of the disease conditions discussed in lecture. The purpose is to learn recent research related to various diseases, and to supplement the textbook material. You may choose the topic you would like to present, provided there is no duplication.

Wellness Center Project:

Each Wednesday the Wellness staff presents "Wellness Wednesday" in the cafeteria. They highlight one health topic to present to the students, faculty and staff during the lunch hour. You are to choose one topic that relates to nutrition and speak with the staff as to what their needs are for that presentation. Then you are to help fulfill those needs by developing a handout, brochure, or by gathering useful information to disseminate. A copy of all materials gathered or developed will be handed in for a grade. You may also spend class time during the Wellness Wednesday presentation you worked on, and report back to class regarding the learning experience.

Week of	Lecture Topic	Text Chapter
1/08, 1/10	Introduction/Nutrition Care Process In Class – Case Study #1	1,2,3
1/15, 1/17	<b>Holiday</b> / Nutrition Assessment DUE: Case Study #3	5
1/22, 1/24	Documentation/ Nutrition Support DUE: Case Study #4	6, 7
1/29, 1/31	Nutrition Support / Fluid Balance In Class – Read through Case Study #35	7, 8
2/5, 2/7	Acid-Base Balance / Injury Response In Class - Case Study #28	9, 10
2/12, 2/14	<b>EXAM 1</b> /Immunology / Pharmacology In Class – Case Study # 5	12, 13
2/19, 2/21	<b>Holiday</b> / Body Weight (on own) / Cardiovascular Disease DUE: Case Study #21 from old edition (hand-out)	14, 15
2/26, 2/28	Upper GI In Class – Case Study #11	16
3/5, 3/7	<b>Spring Break</b>	
3/12, 3/14	Lower GI In Class – Case Study #15	17
3/19, 3/21	No Class/ <b>EXAM 2</b>	
3/26, 3/28	Liver, GB, Pancreas DUE: Case Study #29 (Part 1)	18
4/2, 4/4	Endocrine (Diabetes) / <b>Journal Article Due</b> In Class – Case Study #23	19
4/9, 4/11	<b>Easter Break</b> /Renal In Class – Case Study #34	20
4/17, 4/19	Blood / Respiratory / Neoplastic DUE: Case Study #30	21,23,24
4/23, 4/25	Metabolic Stress / HIV Case Study #32	25, 26
4/30, 5/2	<b>EXAM 3</b> / Catch-Up and Final Review	
5/7 (Monday)	<b>Final Exam (10:30 am -12:30 pm)</b>	

#### Course Outline

- I. Health Care Systems and Reimbursement
  - A. Introduction
  - B. Financing the Health Care Industry
- II. The Nutrition Care Process
  - A. Framework
  - B. Purpose
  - C. ADA's Standardized Process
  - D. The Model
  - E. Steps of NCP
    - 1. Assessment
    - 2. Diagnosis
    - 3. Intervention
    - 4. Monitoring & Evaluation
- III. Assessment of Status & Risk
  - A. Overview
  - B. Dietary Methods
  - C. Analysis of Food/Intake
  - D. Evaluation & Interpretation of Information
  - E. Anthropometric/Body Composition Assessment
  - F. Biochemical Assessment
  - G. Energy & Protein Requirements
- IV. Documentation
  - A. Overview
  - B. Charting: NCP
  - C. Other Methods
- V. Methods of Nutrition Support
  - A. Overview
  - B. Oral Diets
  - C. Oral Supplements
  - D. Appetite Stimulants
  - E. Specialized Nutrition Support
  - F. Enteral Nutrition
  - G. Parenteral Nutrition
- VI. Fluid & Electrolyte Balance
  - A. Normal Anatomy & Physiology
  - B. Body Solutes
  - C. Physiology Regulation
  - D. Disorders of Fluid Balance
- VII. Acid-Base Balance
  - A. Review
  - B. Regulation of pH Balance
  - C. Assessment of Balance
  - D. Acid-Base Disorders
- VIII. Cellular and Physiological Response to Injury
  - A. Defining Disease and Pathophysiology
  - B. Disease Process
  - C. Cellular Injury
- IX. Immunology
  - A. Introduction
  - B. Antigens
  - C. Immune System Overview
  - D. Cells of Immune System

- E. Organs of Immune System
- F. Soluble Mediators
- G. Antigen Recognition Molecules
- H. Immune Response
- I. Tumors and Transplants
- J. Immunization
- K. Immunodeficiency
- L. Tolerance
- M. Attack on Harmless Antigens
- X. Pharmacology
  - A. Introduction
  - B. Administration of Drugs
  - C. How Foods and Dugs Interact
- XI. Energy Balance and Body Weight
  - A. Energy Balance
  - B. Regulation of Energy Balance
  - C. Body Comp, Obesity & Overweight
  - D. Epidemiology of Obesity
  - E. Etiology of Obesity
  - F. Treatment of Obesity
  - G. Eating Disorders
- XII. Diseases of Cardiovascular System
  - A. Anatomy & Physiology of the Cardiovascular System
  - B. Hypertension
  - C. Atherosclerosis
  - D. Ischemic Heart Disease
  - E. Peripheral Arterial Disease
  - F. Heart Failure
- XIII. Diseases of the Upper Gastrointestinal Tract
  - A. Normal Anatomy & Physiology
  - B. Pathophysiology of Upper GI Tract
  - C. Nutrition Therapy of the Oral Cavity
  - D. Esophagus
  - E. Stomach
- XIV. Diseases of the Lower Gastrointestinal Tract
  - A. Normal Anatomy & Physiology
  - B. Pathophysiology of Lower GI Tract
    - a. Diarrhea
    - b. Constipation
    - c. Malabsorption
    - d. Celiac Disease
    - e. IBS
    - f. Inflammatory Bowel Disease
    - g. Diverticulosis/Diverticulitis
    - h. Surgeries
    - i. Short Bowel Syndrome
    - j. Bacterial Overgrowth
- XV. Diseases of the Liver, Gallbladder, Pancreas
  - A. Normal Anatomy & Physiology of the Liver
  - B. Pathophysiology of the Liver
  - C. Gallbladder
  - D. Pancreas
- XVI. Diseases of the Endocrine System
  - A. Normal Anatomy & Physiology of Endocrine System

- B. Endocrine Disorders
- C. Diabetes Mellitus
  - a. Type 1
  - b. Type 2
  - c. Gestational
- D. Hypoglycemia
- XVII. Diseases of the Renal System
  - A. Anatomy & Physiology of the Kidney
  - B. Nephrotic Syndrome
  - C. Chronic Kidney Disease
  - D. Acute Renal Failure
  - E. Nephrolithiasis
- XVIII. Diseases of the Hematological System
  - A. Anatomy & Physiology of the Hematological Systems
  - B. Homeostatic Control
  - C. Nutritional Anemias
  - D. Hemochromatosis
  - E. Hemoglobinopathies
  - F. Clotting and Blood Disorders
  - G. Diseases Involving WBC Types and Bone Marrow
- XIX. Diseases of the Respiratory System
  - A. Normal Anatomy & Physiology of the Respiratory System
  - B. Nutrition and Pulmonary Health
    - a. Asthma
    - b. Brochopulmonary Disease
    - c. Chronic Obstructive Pulmonary Disease
    - d. Cystic Fibrosis
    - e. Pneumonia
    - f. Respiratory Failure
    - g. Transplantation
    - h. Upper Respiratory Infection
- XX. Neoplastic Disease
  - A. Epidemiology/Etiology
  - B. Pathophysiology
  - C. Treatments
  - D. Nutrition Therapy
- XXI. Metabolic Stress
  - A. Physiology Response to Starvation
  - B. Physiology Response to Stress
  - C. Burns
  - D. Surgery
  - E. Others
- XXII. HIV and AIDS
  - A. Normal Anatomy & Physiology
  - B. Etiology
  - C. Pathophysiology
  - D. Diagnosis
  - E. Clinical Manifestations
  - F. Treatment
  - G. Nutrition Therapy

**Department of Family and Consumer Sciences**  
*Secondary School Methods in Family and Consumer Sciences - FCS 416*

**INSTRUCTOR:** Dr. Kay Wilder

**COURSE TIME:** Tuesdays Noon – 1:15 p.m.

**COURSE LOCATION:** Evans 124

**OFFICE LOCATION/HOURS:** Evans 102  
Times listed on office door or by appointment

**COURSE DESCRIPTION:**

Traditional and current practices of the teaching of secondary school family and consumer sciences/home economics are examined and practiced. Students must also fulfill a field experience assignment. Emphasis is given to the California Home Economics Education Career Path Guide and Model Curriculum Standards. Computer applications required

**COURSE OBJECTIVES:**

1. To gain an understanding of curriculum objectives in Home Economics/Family and Consumer Sciences.
2. To understand the basic knowledge base required in each of the five content areas of Home Economics/Family and Consumer Sciences for secondary school programs.
3. To review the California Home Economics Education Career Path Guide and Model Curriculum Standards as well as other state and school district curriculum standards guides and frameworks in Home Economics/Family and Consumer Sciences.
4. To become aware of the methods of instruction commonly used to effectively teach the curriculum in the Home Economics/Family and Consumer Sciences.
5. To conceptualize and develop a teaching unit that includes teaching and learning objectives, materials, instructional strategies, performance standards and assessment measures, and daily lesson plans for the five content areas of the Home Economics/Family and Consumer Sciences.
6. To be aware of the wide variety of resources and materials available in the field of Home Economics/Family and Consumer Sciences.
7. To become aware of the standard textbooks used in Home Economics/Family and Consumer Sciences at a secondary school level.
8. To practice a variety of written forms for effective communication with students and parents.
9. To develop procedures and a time-line for establishing a FHA-HERO Program.
10. To effectively instruct students in a secondary school setting.

**REQUIRED TEXT:**

1. Family and Consumer Sciences Department Curriculum Library
2. Point Loma Nazarene University Ryan Library Readings on Reserve
3. Kellough, Richard and Noreen. Secondary School Teaching. Merrill Prentice Hall. Columbus, Ohio, 2006.

### ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

### POLICIES AND PROCEDURES:

1. Grades for written work will be based on the prescribed guidelines and due dates discussed in syllabus and class.
2. Class attendance is mandatory.
3. Assignments will not be accepted for credit after due date.

### COURSE GRADING CRITERIA:

<b>Grading:</b>	<b>Points</b>
Analysis of curriculum models	75
Textbook analysis	20
Book reviews	50
Semester course outline for five content areas	100
Content-by-Weeks	40
One-week unit plan with five-day lesson plans	50
Curriculum file box and resource book	50
Demonstration lesson	35
Student and parent written communications	20
FHA-HERO Program	25
Reading Checks and Quizzes	135
Student Field Experience	<u>100</u>
<b>TOTAL POINTS</b>	<b>600</b>

### Grade Distribution:

<b>GRADE</b>	<b>POINT AVERAGE</b>	<b>GRADE</b>	<b>POINT AVERAGE</b>
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## REPORT/PROJECT GUIDELINES:

### Guidelines for all projects:

1. All work must be typed, title page provided, and placed in a folder. Presentation of the assignment will take place at the beginning of each class session.
2. Format for work must be:
  - 12 point font size
  - one-inch margins
  - single spaced with two spaces between paragraphs, headings or sections
3. Copies of 1) semester course outline for five content areas,
  - 2) one-week unit plan, and
  - 3) Content by Weeks – all must be distributed to class members.

### Analysis of Curriculum Models

1. Review three curriculum models 1) California, 2) one other state, and 3) one school district must include the following:
  - citations of what you believe to be the major strengths of the model
  - citations of what you believe to be the major weaknesses of the model
  - examples of the “user-friendliness” of the document (or lack thereof)
  - description on parts of the document that are not content
2. Due Date February 12

### Textbook Analysis

To analyze the textbook address the following questions:

1. Who wrote the textbook? What part did teachers play in its production?
2. Is a rationale or statement of philosophy included? If so, is it academically, intellectually, and ethically defensible? Do you find it personally compelling? Explain and support your conclusion.
3. Are goals and objectives included? Are the goals worthy ones? Are some goals missing that you deem worthy? Are some goals and objectives included that ought not to be there? Why not? Explain and support your conclusions.
4. How is the text organized e.g. thematically, topically, chronologically, logically (an expert view of the discipline), or psychologically (based on conception of how people learn), or some other way. Is the organization a sensible one? Is it intellectually defensible and consistent with how children learn? Does it facilitate teaching and learning? Why or why not?
5. Is the content adequate? Is it intellectually and socially defensible? Do you see signs of a hidden or even perhaps a null (insignificant or worthless) curriculum? Is the issue of multiculturalism or diverse learners addressed? If so, how?
6. What kind of student role is encouraged by the textbook?
7. What provisions are made for evaluation? What kind of information is sought through assessments and what is to be done with the information? How are the assessments linked to the goals/objectives/philosophy? (What kinds of connections are made?)
8. What kinds of activities or types of knowledge are excluded from consideration?
9. Is the text usable, teachable? Provide your rationale.
10. Is the text written at a level that makes it easily accessible for students? Is the writing engaging? Defend your answers.

Conclude your analysis with a personal statement offering your own opinion of the text, including if you would use it in your own classroom. Discuss your analysis with the class. Due February 26



### **Book Reviews**

Write a review of one textbook from each of the five content areas. The report should include the points listed below:

- brief synopsis of the book
- appropriate grade level
- title of class textbook will be used
- problems in using the book
- benefits from using the book

You will turn in the report and also share the information as 5-minute oral presentations in class.

Due February 26

### **Semester Course Outlines**

1. Curriculum goals and detailed course outline must be provided for each of the content areas in Home Economics/Family and Consumer Sciences, including:
  - Food and Nutrition
  - Child Development and Family
  - Clothing and Fashion
  - Consumer Economics
  - Housing and Interiors
  - Life Skills
2. Due Date March 18

### **Content-by-Weeks**

1. Prepare content topics plan in one Home Economics/Family and Consumer Sciences area for a 20 week semester.
2. Use a calendar format explained in class.
3. Due Date March 25

### **One Week Unit Plan with Five Day Lesson Plans**

1. Complete written lesson plans for five days (50 minutes classes) for one secondary Home Economics/Family and Consumer Sciences course.
2. Using the format given in class, the day's lesson plan should include:
  - objective
  - topics
  - materials and needed
  - anticipatory set
  - brief sequence of instruction
  - guided practice
  - independent practice
  - textbook references
3. Attach a detailed sequence of instruction outline (classroom teaching notes of content to be taught) after each daily lesson plan. Due April 1

### Curriculum File Box and Resource Notebook

1. The curriculum file box must hold at least twenty-five "filled files" for each section of the five content areas in Home Economics/Family and Consumer Sciences. Folders will include teaching activities, "ready-to-use" activities, substitute activities, bulletin board ideas, information booklets, catalogs, etc.
2. The resource notebook will have five sections, one for each Home Economics/Family and Consumer Sciences content area. Each section will include names, address, and telephone, fax, and e-mail numbers for textbooks companies, classroom speakers, instructional material catalogs, resource people, etc.
3. Presentation of your file box and resource notebook will be presented to the class on the last week of the semester before finals week.
4. Due Date April 29

### Demonstration Lesson

1. Prepare lesson plans for a twenty-minute demonstration lesson.
2. The demonstration should be a technique or laboratory skill common to Home Economics/Family and Consumer Sciences in 1) food preparation or 2) apparel construction.
3. Select a grade level, course, topic and identify the state standard to teach. At the beginning of the lesson, verbally "set-up" the demonstration by providing a background of what has come before this lesson, and what will happen after this lesson. Then present the demonstration just as you would to your secondary class. You should include the objective and rationale for the demonstration. Bring your own videotape to tape the lesson.
4. Present the twenty-minute demonstration to the class in Evans 112.
5. Immediately after you teach the lesson, write a quick overview of your thoughts. Use specific examples of what you remember. Give your reactions, both positive and negative, as to how well you taught the lesson. Answer the following questions:

Did you feel your plan worked well? Explain.

Did you meet your lesson objectives? Explain.

Did your presentation of the material demonstrate that you have not only an understanding of the content but also an understanding of the needs of your students? Explain.

Describe how you encouraged your students to become involved — active in their own learning?

Did you have time to provide closure for the lesson. Explain.

6. As you view your video at home, write specific strengths and weaknesses within the lesson. Write a final 1-2 page reflection of the lesson.
7. Due Date T.B.A.

### Student Parent Written Communications

1. Construct three letters, one separately to the student and the parent, for the following situations:

student missing two weeks of assignments  
student cheating on a test for the second time  
parent missing a parent conference to discuss students poor performance

2. Respond to the following letter from a parent. Be sure to address each parental concern.

Dear Teacher,

My child, Sally, tells me your class is required for graduation. What I want to know is what is your class gonna do for her? How will it help her after graduation?

Sincerely,  
Susan Jones  
Parent of Sally Jones

3. All letters must be in a professional letter format without error.

4. Due Date April 15

### FHA HERO Program

1. Develop procedure guidelines and time-line for establishing FHA-HERO high school program

2. Be sure to include:
  - Organizational Chart
  - Teacher Advisor and Student Officer Responsibilities
  - One Year Program of Events
  - Policies
  - Resources

3. Due Date April 29

### **COURSE OVERVIEW:**

WEEKS	LECTURE TOPIC	TEXTBOOK READINGS
1-2	The Home Economics/Family and Consumer Sciences Educator	Chapter 1 - Handouts
3	The Learner and Learner's Styles and Environments	Chapters 2-4
4-5	Curriculum Concepts, Generalizations, Outcomes, and Content	Chapter 5 - Handouts
6	Review of Curriculum Models in Textbooks	
7-8	Curriculum Plans and Instructional Unit with Lessons	Chapter 6
9-13	Institutional Strategies and Curriculum Writing	Chapters 7-10
14	Program Communication - Students, Parents, and the Community	Handouts
15-16	AAA-HERO Programs	Handouts

## Weekly Planning Guide

Class: \_\_\_\_\_

Exploration Objectives:

- 1.
- 2.
- 3.

Day	Topics
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

## Daily Lesson Plan

Class:	
Objective:	
Topics/Materials:	
Anticipatory Set:	
Sequence of Instruction:	
Guided Practice/ Assessment/Measurement:	
Closure/ Independent Practice:	
Performance Standards:	

**Department of Family and Consumer Sciences**  
*Child Development in Family/Community - FCS 420*  
*Spring 2007*

**INSTRUCTOR:** Sandy Foster, M.S., C.F.C.S.  
**OFFICE LOCATION/HOURS:** Evans 102  
**COURSE TIME:** 3:00 – 4:20 Tuesday, Thursday  
**COURSE LOCATION:** Evans 114

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**COURSE DESCRIPTION:**

The study of the development of the child as influenced by the family, the school and the community. Emphasis is placed on analyzing the social influences of the family system, child care, schools, poverty, the peer groups, mass media, diverse cultures and community on Children's Development. Field Experience Required.

**COURSE OBJECTIVES:**

1. To focus and analyze the process of how children are socialized.
2. To analyze the principles of child development in relation to various cultures.
3. To understand the roles of people and environments in the lives of children.
4. The understand the limitations which may occur in the development of a child.
5. To become aware of the vast resources available to the children and their families and the careers involved within the community.
6. To understand the role of school and child care as socializing agents.
7. To have greater understanding of children and their families, being free to past myths and biases.

**REQUIRED TEXT:**

Berns, Roberta M. Child, Family, School, Community; Harcourt Brace, 2001. 6<sup>th</sup> ed.  
Package of handouts (available in bookstore)

**ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities ay require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**COURSE GRADING CRITERIA:**

Grading

Course Requirements

Two written journal reports (20 points for written; 5 points for oral).....	50
Oral presentation as chapter leaders.....	80 ea
5 Unit exams .....	80 - 100 ea
Final exam = content file.....	118
Regular class attendance, assignments & short chapter quizzes.....	60 (approx.)
Cooperative Research Project/Debate .....	75

Grade Distribution:

PERCENTAGE		PERCENTAGE	
GRADE	RANGE	GRADE	RANGE
A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	2-80	D-	62-60
C+	79-77	F	59 or below

Ten percent of grade will be deducted for late work. Late work will not be accepted or make-up tests will not be considered two weeks after due date.

**COURSE OVERVIEW:**

Week of	Week	LECTURE SECTIONS	ASSIGNMENT
Jan 8	1	Ecology of the Child	Chapters 1
Jan 15	2	Understanding Socialization; First Journal Reports Due	Chapter 2
Jan 22	3	Test (Chapters 1 & 2) Meet with research groups	
Jan 29	4	Ecology of Families; Research Proposal Due	Chapter 3
Feb 5	5	Ecology of Parenting	Chapter 4
Feb 12	6	Continue Families Test (Chapter 3 & 4)	
Feb 19	7	Ecology of Child Care	Chapter 5
Feb 26	8	Ecology of School	Chapter 6
Mar 5	9	<i>Spring Break</i>	
Mar 12	10	Ecology of Teaching Research/Group meetings	Chapter 7
Mar 19	11	2 <sup>nd</sup> Journal reports Due Test (Chapters 5, 6, and 7)	
Mar 26	12	Ecology of Peer Group	Chapter 8
April 2	13	Mass Media Easter Recess	Chapter 9
April 9	14	Ecology of Community Test (Chapters 8, 9 10)	Chapter 10
April 16	15	Affective/Cognitive Socialization Outcomes Group Reports	Chapter 11
April 23	16	Social/Behavioral Socialization Outcomes Files Due	Chapter 12
April 30	17	Group reports	
May 7	18	Final Exam 3:30-5:30 on Tuesday May 8, 2007	

## REPORT/PROJECT GUIDELINES:

### Journal Reports

1. Read a current article written about child development from the list of periodicals listed below:  
Children Today  
Day Care and Early Education  
Teacher  
Young Children  
Journal of Home Economics  
Instructor  
Psychology Today  
Education Journals  
Sociology Journals  
Psychology Journals  
Forecast for Home Economics  
Learning
2. Write a short review of dates, facts, and findings expressed in the article. Evaluate the article and state your opinion.
3. The paper **must be typed**, double spaced and two pages in length. Be sure to use footnotes when quoting facts from the article.
4. Please include a copy of the article, so that I can read it first hand. It will be returned.
5. Plan to give a short oral presentation in class about your reports.
6. Turn in bibliographic information for article one week before it is due.

### Chapter Leaders

1. Create an outline of your chapter presentation. The Presentation should include:
  - a. Main points covered in the chapter (may also be in outline form) - assume the class has read the chapter and approach your presentation in that manner. Questions you wish to discuss with the class would be appropriate.
  - b. Information which was new or especially important to you.
  - c. Discuss any facts which you do not agree with or feel are invalid or outdated.
  - d. Include supplemental materials that expands on the material presented in the chapter. Handouts, visual, etc. will enhance the presentation.
  - e. Compile essay questions which would adequately cover the content of the chapter — be sure to include your answers to these questions. Include two essay questions which leaders will grade.
  - f. Submit Web sources for specific topics in your chapter.
  - g. Develop a workshop for parents/teachers that support the information in that chapter.
2. Class presentation should be creative and professional. (Center on b, c, d, and g above.) Address the issues in at least three ways i.e. games, video, discussion, problems solving, role play, etc.
3. Classmates will evaluate your presentation. (Form attached)

### Developing your content files

1. Develop a system for organizing and saving your handouts and other resources based on topics, ages of children, special projects, etc. Make a system that will work for your needs.
2. Make a minimum of one folder for each chapter with a minimum of 4 items in it.\*
3. Select one content area where you need or want to collect more ideas and put together a file that includes folders for:
  - a. Research articles (minimum of 4)
  - b. Handouts – originals as well as copies of those collected
  - c. Bibliography of books that you could recommend to parents on the topic and references for resources for use.



d. National agencies/organizations, local agencies and resource people.

\*Divide each chapter into three categories --

1. Handouts
2. Notes
3. References/resources

4. To document your project, write up a one page description of how your system works and why it is appropriate for you. Include a table of contents.

### Cooperative Research Paper and Oral Debate Presentation

The research should examine contemporary or future issues in family dynamics or parenting that are of interest to the student. More than one side of the issue should be represented. Research topics must be approved by the instructor prior to researching the subject matter. Topic proposals are due \_\_\_\_\_.

The issues should be outlined and an annotated bibliography included in the report. The purpose of research is to provide students with the opportunity to pursue an area of interest in depth and to become familiar with current research available through academic literature. It is a cooperative effort, giving students a practicum in communication.

Research Oral Debate Requirements:

1. Topic proposal submitted by due date for approval
2. Format for submitting the research:
  1. Introduction to issue
  2. Outline of information and points
  3. Personal reflection form each member of team
  4. Reference List

Minimum of 5 references and resources from each person in the group (your texts may not be included). Identify on bibliography who is responsible for each entry or have a bibliography page for each student.

5. Prepare a one to two page handout for the class that is a combination of facts and references related to your topic. You may not copy your complete paper as a handout.
6. Oral presentations should be approximately 30-45 minutes.
7. Each member of group should complete a rating scale (attached) and submit separate from the report. (Note: the chapter presentation; workshop and/or the research debate would be appropriate for the senior portfolio.)

### OUTLINE:

- I. Introduction
  - A. Ecology change and children
  - B. Society
    1. Change and challenge
    2. Child development
    3. Ecological content
  - C. Consequence of change: violence

## II. Socialization

- A. Aims
- B. Agents
- C. Methods

## III. Family

- A. Structure
  - 1. Basic organizational patterns
  - 2. Basic functions
- B. Changes in the family
  - 1. Economic function
  - 2. Socialization/Educational function
  - 3. Nurturance/Support function
  - 4. Family size
  - 5. Assignment of social roles
    - a. Mother
    - b. Father
  - 6. Meeting the challenge of change
- C. Consequences of change
  - 1. Stress
  - 2. Divorce
    - a. Effects on the family
    - b. Effects on the children
  - 3. Single parents
  - 4. Grandparents raising grandchildren
  - 5. Step-parents
  - 6. Homosexual families
  - 7. Dual-earner families
- D. Characteristics that influence socialization
  - 1. Socioeconomic status
  - 2. Ethnic orientation
  - 3. Religious
- E. Characteristics of healthy/unhealthy families

## IV. Parenting

- A. Tradition, change, interactive process
- B. Historical influences in the U.S.
- C. Sociocultural influences on parenting attitudes
- D. Parenting styles
  - 1. Relationship of parenting styles to children's behavior
  - 2. Child/family influences on parenting styles
    - a. Children's characteristics
      - 1. age
      - 2. temperament
      - 3. gender
      - 4. disability
    - b. Family characteristics
      - 1. size
      - 2. configuration
      - 3. stress and coping abilities

- 3. Patterns of parenting
- 4. Ethnically diverse patterns of parenting
- E. Dysfunctional parenting: child maltreatment
  - 1. Defining child abuse and neglect
  - 2. Causes
  - 3. Indications of child abuse

#### V. Child care

- A. Characteristics of quality child care
- B. History
- C. Effects of child care
  - 1. on the child
  - 2. on the family
  - 3. on the community
- D. Child care and socialization
  - 1. Curriculum models
  - 2. Socialization effects of curriculum models

#### VI. School

- A. Function as a socializing agent
- B. Factors affecting the school's ability to socialize
  - 1. Community
  - 2. Family
  - 3. School and class size
  - 4. Child's characteristics
  - 5. Peer groups
- C. Basic schooling programs
- D. Teacher's role
  - 1. Leader
  - 2. Managers
  - 3. Characteristics
  - 4. Expectations
  - 5. Responses to gender
  - 6. Responses to ethnic diversity
  - 7. Responses to children with disabilities

#### VII. Interaction of child, family, and school

- A. Children from ethnically diverse families
  - 1. African American children
  - 2. Hispanic American children
  - 3. Native American children
  - 4. Asian American children
- B. Bilingual/multicultural education
- C. Children with disabilities
- D. Children from at-risk families
- E. Family involvement

#### VIII. Peer group

- A. Significance to development
- B. Functions of the peer group
- C. Peer group activities and interactions

1. rlay
2. Friendship
3. Adult-structured peer groups

IX. Mass media

- A. Role of mass media in the U.S.
- B. Television
  1. Concerns
  2. Socializing influences
  3. Responses by community, school and family
- C. Books
  1. Power of print
  2. Socializing influences
  3. Concerns
- D. Popular music
- E. Interactive media

X. Community

- A. Influences on socialization
  1. Physical factors
  2. Economic
  3. Social and personal factors
- B. Community services
  1. Public and private agencies
  2. Preventive, supportive, and compensatory
- C. Advocacy for children
  1. Economic assistance
  2. Health care
  3. Other issues
  4. How to be an advocate

XI. Implicit socialization outcomes

- A. Values
- B. Morals
  1. Piaget
  2. Kohlberg
  3. Influences
- C. Attitudes
- D. Achievement motivation

XII. Explicit socialization outcomes

- A. Behavior
  1. Antisocial behavior: aggression
  2. Prosocial behavior: altruism
- B. Gender roles
  1. Development
  2. Contributions of socializing agents
- C. Self-esteem
  1. Development
  2. Contributions of socializing agents

**CONTENT FILES**  
**FCS 420**

- 1. System of Organization \_\_\_\_\_/10
- Descriptive Paper \_\_\_\_\_/20
- Chapters Presented \_\_\_\_\_/48

	<u>Minimum of 4</u>	<u>More than 4</u>
1. Children Change	_____	_____
2. Understanding Socialization	_____	_____
3. Ecology of Families	_____	_____
4. Ecology of Parenting	_____	_____
5. Child Care	_____	_____
6. School	_____	_____
7. Interaction Child/Family/School	_____	_____
8. Peer Group	_____	_____
9. Mass Media	_____	_____
10. Ecology of Community	_____	_____
11. Covert Socialization	_____	_____
12. Overt Socialization	_____	_____

2. Special Content Area \_\_\_\_\_  
Title \_\_\_\_\_

- 1. Research Articles (Minimum of 4) \_\_\_\_\_/10
- 2. Handouts (Minimum of 4) \_\_\_\_\_/10
- 3. Bibliography \_\_\_\_\_/10
- 4. National Agencies/Organizations \_\_\_\_\_/10

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TOTAL 118

Topic: \_\_\_\_\_

Presenters: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Presentation Evaluation**  
**Department of Family and Consumer Sciences**  
**FCS 420**

<b>PRESENTATION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Introduction				
Logical organization of materials				
Quality and adequacy of information				
Maintained appropriate pace				
Conclusion				
Stayed within time limit				
<b>PRESENTER</b>				
Attitude: Confident and poised				
Eye contact				
Voice quality				
Professional appearance				

Key:      4 = very good      3 = good      2 = fair      1 = poor

***RATING SCALE FOR COOPERATIVE RESEARCH***  
 (At the end of the project, a "score" will be recorded for each group member)

	2	3	4	5	6	7	8	9	10
No overt contribution to group. Somewhat inattentive or remarks irrelevant, or tends to repeat, ramble, or monopolize. Did not contribute any material.		Occasional participation of fair quality. Cannot always support or justify contributions. Little follow through for material responsible for.		Contributes steadily with varying quality, usually relevant, but seldom expanding a point. May exhibit limited depth of knowledge, limited amount of material to contribute.		Active member of group. Contributes infrequently, but with high quality. Supports group with good reasoning, and material; raises questions which show reflective thinking. Usually has materials ready for group meetings.		Well organized, active member of group. Contributes frequently. High quality in depth and ranges of remarks. Raises good questions which help to clarify discussions. Has materials and ideas ready for group action and discussion.	

This form completed by: \_\_\_\_\_

Group Members:

Rating:

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**Department of Family and Consumer Sciences**

*Child Nutrition - FCS 425*

*Spring 2006*

**INSTRUCTOR:** Kay M. Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans Hall 102, 849-2270  
Hours listed on office door

**COURSE TIME:** 12:15 – 1:55 Monday and Wednesday

**COURSE LOCATION:** Evans 121

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**COURSE DESCRIPTION:**

A study of the effect of nutrition on the development of the child from pre-natal to adolescent. Attention is given to influence affecting diet, cultural patterns, nutrition related health problems and dietary planning during pregnancy, lactation and childhood.

**COURSE OBJECTIVES:**

1. To identify factors that influence the eating patterns of children and adolescents in various cultures.
2. To identify the nutrient needs during pregnancy, lactation, childhood, and adolescence.
3. To identify nutrient deficiency diseases common during childhood throughout the world.
4. To develop an awareness of feeding problems throughout childhood and adolescence.
5. To plan and prepare nutritious meals for children.
6. To become aware of community nutrition resources for children in nutritional need.
7. To develop nutrition education activities for parents and children.

**REQUIRED TEXT:**

1. Brakhane Endres, Jeannette; Rockwell, Robert and Mense, Cynthia. Food, Nutrition and the Young Child, Pearson-Merrill Prentice Hall, 2004
2. Class Readings

**POLICIES AND PROCEDURES:**

1. Grades will be based on the prescribed guidelines and due dates for work.
2. Students will be prompt for class meetings. Class attendance will be taken.
3. There will be no make up for tests or final examinations without a written excuse from a physician.
4. Assignments will not be accepted for full credit after due date. Late work is subject to a 50% deduction each day the work is late.
5. Class attendance will be taken. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
6. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* statement for full details.



## ACADEMIC ACCOMMODATIONS:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

## COURSE GRADING CRITERIA:

### Grading:

### Possible Points

World Cultures Presentation...(student group).....	30
Preschooler Nutrition Observation .....	20
Preschooler Meal Survey...(student group).....	20
Nutrition Lesson ...(student group).....	20
Parent Nutrition Guide Booklet.....	30
Parent Internet Guide for Reliable Nutrition Information (student group)	20
Nutrition Health Concern Project (student group).....	30
School Aged Child Diet Analysis .....	20
Eating Disorders Project ...(student group).....	30
Exams (Six Unit Exams).....	450-500
<b>TOTAL POSSIBLE POINTS .....</b>	<b>670-720</b>

### Grade Distribution:

<b>GRADE</b>	<b>PERCENTAGE RANGE</b>	<b>GRADE</b>	<b>PERCENTAGE RANGE</b>
A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

## REPORT/PROJECT GUIDELINES:

### Food Patterns of World Cultures Presentation: (student group)

1. Prepare a four to six page review of food and eating patterns for a particular world culture.
2. Paper must be typed using APA format and include the following topics (each topic heading underlined):
  - Geographical and agricultural considerations
  - Foods common to the geographic region
  - Eating Patterns
  - Typical daily meal plan
  - Food and meal traditions during festivals, holidays, and celebrations
3. A five to ten minute presentation will be given in class on February 12 and should include illustrations of foods. A one-page world culture information sheet must be distributed to students after presentation.
4. Questions from information sheets will be included on Exam 3.
5. Written report must also include title page, topic headings, information sheets, and bibliography page. Report must be placed in a folder. The report will be presented to the instructor at the beginning of the oral presentation.

### Parent Internet Guide for Reliable Nutrition Information: (student group)

1. Create an annotative reference guide of informative reliable nutrition information.
2. Each student group will select one topic from a list of topics listed in class.
3. A minimum of ten sources is required for full credit.
4. Paper must be typed.
5. Student group will share information with class and provide copies for each class member.
6. Due date: April 6.

### Preschooler Nutrition Observation:

1. One personal observation of a 3 to 5 year old child eating during mealtime.
2. Use the four-page form to record observations and evaluations of the child's nutrition and eating experience.
3. Due date: March 28.

### Preschooler Meal Presentation: (student group)

1. Two students will plan and prepare a breakfast, lunch, or dinner for a preschooler.
2. A typed written menu, recipes, and nutritional analysis (using a nutritional computer program) must be turned into the instructor on the meal presentation day.
3. Each student will shop, prepare, and present the meal on March 30. The use of the Nutrition and Textile Sciences Laboratory will be available to each student at 11:30am. The meal must be ready for evaluation by 12:00 noon.
4. Special attention must not only be paid to the nutritional aspects of the menu, but also to the flavors, colors, textures, and general appearance of the total meal and table presentation.

### Preschool Nutrition Lesson: (student group)

1. Two students will present a simple, concise nutritional concept to a small group of preschool children at the PLNU Early Childhood Learning Center, date of lesson and first draft of lesson plan is due March 16.
2. A typed description of the presentation must include: nutrition concept, lesson plan, activity instructions, worksheets or recipes, student review, and Early Childhood Center teacher evaluation. Presentation to preschoolers must be completed by April 4.
3. After the presentation to the preschoolers, a written report must be turned into the instructor on April 4; and an oral presentation will be give to the Child Nutrition class on April 4.
4. All materials used for nutrition lesson must be shown to Child Nutrition class.

### School Age Child Dietary Analysis:

1. Record everything a school-age child eats and drinks for a 24-hour period.
2. Calculate the total number of kilocalories, grams, and milligrams of protein, carbohydrates, fiber, fat, cholesterol, iron, calcium, sodium, vitamin A and C, thiamin, niacin, and riboflavin for each day using nutrition program in the computer center lab. Include all computer nutrition analysis provided by computer program.
3. Complete this written assignment with the form given in class. If your child's nutrient totals were deficient, state what foods you could include to improve the nutritional quality of the child's diet.
4. Compare the foods consumed with the Food Guide Pyramid. Discuss the eating behaviors your child exhibits which are typical and atypical for that age group.
5. Due date: April 11.

### Parent Nutrition Guide Booklet:

1. Create a small booklet on child nutrition which could be distributed to parents.
2. The booklet must include ten pages with illustrations, title page, and reference page.

3. Information in booklet must include: (1) basic nutrition functions and food sources, and (2) pregnancy, infant, preschool and school age nutrition. Any other interesting or important nutritional information may also be included.
4. This booklet must be placed into a folder or bound in some manner.
5. Presentation of this creative parent booklet to the Child Nutrition class will be on April 18.

Nutrition Health Concern Project:

1. Student will present a childhood nutrition health related concern to the class.
2. The written paper must include:
  - Main points covered in the presentation.
  - A list of questions (10 multiple choice, 10 true and false, and 10 matching) which would adequately cover the nutrition issue presented. Be sure to include your answers to each question. (These questions will be a part of Final Exam 4.)
  - Paper must be 6 to 7 pages in length.
  - APA format is to be used with double space and #12 font size.
3. A 15 minute oral presentation will include: review of nutrition issue, definition of terms, present research, resources, solutions, charts, and illustrations.
4. Six professional peer reviewed journal references must be cited in paper, textbook may be used as an additional reference.
5. Due dates will correspond to lecture weeks. Specific presentation topic and due dates will be given to each student by the instructor the second day of class.
6. Written report must include title page and bibliography page and be placed in a folder. The report will be presented to the instructor at the beginning of the oral presentation.
7. A one to two page detailed information sheet must be provided to each student on the day of the presentation.
8. Questions from the presentations and information sheets will be included on the final exam; questions due May 2.
9. Due date: May 4.

Eating Disorders Project: (student group)

1. Develop a newsletter or information booklet which could be distributed to secondary school students.
2. Project must include types of eating disorders; behaviors, symptoms and health risks of each disorder, and resources for receiving help.
3. Creativity, accuracy and information provided are critical for full credit.
4. Project will be presented on due date to class.
5. Due date: May 2.

**COURSE OVERVIEW**

UNIT	WEEK	LECTURE TOPIC	READING ASSIGNMENT	EXAM
1	1	Fundamentals of Nutrition	Chapters 1 and 2	1
2	2, 3, 4	Promotion of Maternal and Infant Health	Readings	2
3 & 4	5, 6, 7, 8	Pregnancy and Prenatal Nutrition Lactation and Infant Nutrition	Readings Chapter 3	3
5	9, 10, 11	Toddler and Preschool Nutrition	Chapters 4, 5, 7, 8	4
6	12, 13, 14,	School Age Child Nutrition	Chapters 6, 9	5
7	15, 16	Adolescent Nutrition	Readings	6
	17	Final Exam May 11 1:00-3:00 pm		6

**REVIEW AND EXAM SCHEDULE:**

1. Each student must come to class prepared to discuss the main points of the chapter to be covered in the exam.
2. To guide discussion, student must have notations in textbook that are of most importance to review.
3. Exams will include: lecture notes, student presentations, video notes, and textbook readings, and Library readings.

**WEEKLY SCHEDULE:**

WEEK	DATE	CLASS ACTIVITY AND PROJECT DUE DATES
1	January 10 & 12	Lecture Unit 1 - Fundamentals of Nutrition
2	January 17 January 19	<b>Exam 1 Unit 1</b> Lecture Unit 2 - Promotion of Maternal and Infant Health
3-4	January 24, 26, 31 February 2	Lecture Unit 2- Promotion of Maternal and Infant Health
5	February 7 February 9	<b>Exam 2 Unit 2</b> <b>World Cultures Presentations</b>
6	February 14-16	Lecture Unit 3 - Pregnancy and Prenatal Nutrition
7	February 21 February 23	Lecture Unit 3 - Pregnancy and Prenatal Nutrition Lecture Unit 4 - Lactation and Infant Nutrition
8	February 28 March 2	Lecture Unit 4 - Lactation and Infant Nutrition
	March 6-10	Spring Break
9-10	March 14 16, 21, 23	<b>EXAM 3 Units 3 &amp; 4</b> Lecture Unit 5 - Toddler and Preschool Nutrition
11	March 28  March 30	<b>Preschooler Nutrition Observation Due</b> Lecture Unit 5 - Toddler and Preschool Nutrition <b>Preschool Meal Presentation</b>
12	April 4  April 6	<b>Preschool Nutrition Lesson Due</b> <b>Exam 4 Unit 5</b> Lecture Unit 6 - School Age Child Nutrition <b>Parent Internet Guide Due</b>
13	April 11	Lecture 6 – School Age Child Nutrition <b>School Age Dietary Analysis Due</b>
	April 13	Easter Break
14	April 18  April 20	<b>Parent Nutrition Guide Booklet Due</b> Lecture Unit 7 - Adolescent Nutrition <b>Exam 5 Unit 6</b>
15	April 25 & 27	Lecture Unit 7 - Adolescent Nutrition
16	May 2  May 4	Lecture Unit 7 - Adolescent Nutrition <b>Eating Disorder Project Due</b> <b>Nutrition Health Concern Presentation Due</b>
17	May 11 1:00 – 3:00 p.m.	<b>EXAM 6 Unit 7</b> and questions from Nutrition Health Concern presentations and information sheets

- Unit 1 Fundamentals of Nutrition
- a. Nutrients in Foods
  - b. Guides and Standards
  - c. Influences on Nutritional Status
  - d. Cultural Diversity in Child Feeding
  - e. Dietary Assessment and Screening for Nutritional Risks
- Unit 2 Promotion of Maternal and Infant Health
- a. Nutrition and Physical and Mental Growth
  - b. Assessment Methods for Growth Progression
  - c. Epidemiologic Factors Affecting Maternal Mortality, Morbidity, and Disability
  - d. Risks of Low Birth Weight
  - e. Fertility and Nutrition
  - f. Birth Control Methods on Maternal Nutritional Status
  - g. Preconception Care
- Unit 3 Pregnancy and Prenatal Nutrition
- a. Physiology of Pregnancy
  - b. Nutritional Needs During Pregnancy
  - c. Role of the Placenta and the Effects of Malnutrition
  - d. Nutritional Supplementation in Pregnant Women
  - e. Prenatal Nutrition Care Programs
  - f. Lifestyle Behaviors Effecting Pregnancy
  - g. Maternal Disease Conditions and Management of High Risk Pregnancies
- Unit 4 Lactation and Infant Nutrition
- a. Anatomy and Development of the Mammary Gland
  - b. Physiology of Lactation, Support and Maintenance
  - c. Human Milk Composition and Infant Growth and Development
  - d. Formula Feeding
  - e. Semisolids and Table Foods
  - f. Preterm and Low-Birth-Weight Infant Feeding
  - g. Nutrition Health Concerns During Infancy
- Unit 5 Toddler and Preschool Nutrition
- a. Growth and Development of the Toddler
  - b. Nutritional Needs and Special Concerns of Toddler's Dietary Intake
  - c. Eating Behaviors and Patterns
  - d. Serving the Toddler
  - e. Growth and Development of the Preschooler
  - f. Nutrient Needs and Concerns of Preschooler Dietary Intake
  - g. Eating Behaviors and Physical Fitness of the Preschooler
  - h. Nutritional Requirements and Nutrition Education in Preschool and Day Care Centers
- Unit 6 School Age Child Nutrition
- a. Physiological Development
  - b. Nutritional Needs and Food Guides
  - c. Eating Patterns and Influences on Nutritional Intake
  - d. Nutrition Related Health Concerns
  - e. Meals at School
  - f. Parent and School Nutrition Education
- Unit 7 Adolescent Nutrition
- a. Physiological Development
  - b. Nutritional Requirements
  - c. Adolescent Life Styles and Behaviors Influencing Dietary Intake
  - d. Eating Disorders: Obesity, Anorexia Nervosa, and Bulimia Nervosa
  - e. Nutritional Support for Physical Fitness and Athletics
  - f. Nutrition and Food Preparation Education
  - g. Teen Pregnancy

**Department of Family and Consumer Sciences**  
*Food Service Production and Management- FCS 435*  
*Spring 2006*

**INSTRUCTOR:** Kay M. Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans Hall 102, 849-2270  
Hours listed on office door

**COURSE TIME:** 10:30 - 11:20am Tuesday, Thursday

**COURSE LOCATION:** Evans 112

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**COURSE DESCRIPTION:**

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, arranged laboratory and field experiences.

**COURSE OBJECTIVES:**

1. To understand the development of the food service industry, the classical kitchens, and cuisines of present day.
2. To understand organizational structures and management principles within the food service industry.
3. To understand the fundamental principles of quantity food preparation.
4. To plan and prepare food to meet specific high quality standards for large groups.
5. To understand and practice sanitation and safety control of food preparation, institutional equipment usage, service, and storage.
6. To acquire knowledge of administrative responsibilities of food service managers.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Negotiation techniques (1a)
2. Interviewing techniques (1f)
3. Use of oral and written communications in presenting an educational session from a group (1k)
4. Quality improvement methods (4e)
5. Culinary techniques (5c)
6. Food safety and sanitation (5e)
7. Food delivery systems (5f)
8. Food and non-food procurement (5g)
9. Food production systems (5j)
10. Determine recipe/formula proportions and modifications for volume of food production (5r)
11. Modify recipe/formula for individual or group dietary needs (5u)
12. Human resources management, including labor relations (7g)
13. Determine costs of services/operations (7o)
14. Prepare a budget (7p)
15. Interpret financial data (7q)



## **REPORT/PROJECT GUIDELINES:**

### **SODEXHO Food Service Laboratory**

1. SODEXHO Food Service will be required of each student. One 3 hour experience per week for 9 weeks will be spent in the PLNC SODEXHO Food Service kitchen. Participation in quantity food preparation, service, and clean-up will be required of each student.
2. Weekly schedules will be approved by the SODEXHO Food Service managers and course professor
3. A typed 1 page, single-spaced weekly evaluation of food service experience must be turned in every Tuesday to the course professor at class time. Report must include exact activities experienced, skills learned and insight gained during the day's SODEXHO work experience.
4. A total of 20 points will be possible for each work experience and report.
5. SODEXHO work experience may begin on the week of February 28.

### **Unit Chapter Reviews**

1. Write a detailed outline of two chapters listed for unit readings.
2. Outlines must be typed and pages stapled with a top cover title page.
3. Student assigned to chapters must make copies for instructor and students in class for distribution.
4. Each set of unit chapter outlines are due on review day for each unit exam.

### **Unit Assessments**

1. Assignments will be given pertaining to the content of each unit and for specific application of ADA foundation knowledge and skills for DPD.
2. Specific guidelines will vary with each assignment/application and will be completely discussed in class the week before it is due.
3. Unit assignments will be 10 points each and due on:  
Unit 1 – January 19  
Unit 2 – February 7  
Unit 3 – March 2  
Unit 4 – April 27

### **Field Trips**

1. Attendance is required for each field trip, 20 points will be reduced from grade if student does not attend **complete** field trip
2. Evaluation forms will be given at the field trip site.
3. Review and analysis of field trip will be due at the beginning of each class of the following week.
4. Field trip experiences will begin at the food service site. Be sure to make arrangements for additional time needed from other classes.
5. Field trips have been scheduled for February 16 and March 30.
6. 10 points are possible for each report.

### **Food Service Project and Presentation**

1. Develop a plan for a food service establishment that will service at least 20 people at one time. The establishment must be open for at least six hours per day, six days a week. Include the following in the report:
  - name of establishment
  - written description of the type of community and people it will serve, hours open, and type of food establishment



- complete menu with prices
  - food purchase plan
  - staff requirements with job descriptions, responsibilities, and weekly schedule
  - floor plan of entire establishment, using 1/4 inch = 1 foot scale
  - floor plan should include equipment, furnishings, receiving area, storage areas, preparation areas, dish washing area, serving area, dining area, restrooms, and any other areas needed to complete the establishment
  - design board with color sample materials and illustrations of furnishings and equipment
2. A three minute class presentation of the Food Service Establishment Plan will be given on \_\_\_\_\_.
  3. Total possible points 75.

**COURSE OVERVIEW:**

Week	Day	Unit	Lecture Topic/Activity	Readings
1	Jan. 10 & 12	Unit 1	Lecture Unit 1 – Food Service Development and Organization	Chapters 1, 2, 13
2	Jan 17 & 19	Unit 1	Lecture Unit 1 Exam Review	
3	Jan 24 Jan 26	Unit 2	<b>Unit 1 Exam</b> Lecture Unit 2 – Food Service Sanitation, Safety and Equipments	Chapters 3, 8, 9,10, 12 Appendix A and B
4	Jan 31 & Feb 2	Unit 2	Lecture Unit 2	
5	Feb 7 Feb 9	Unit 2	Lecture Unit 2 and Exam review <b>Unit 2 Exam</b>	
6	Feb 14 Feb 16	Unit 3	Lecture Unit 3 – Quantity Food Menu Planning, Purchasing and Preparation <b>Field Trip</b> – SODEXHO - Demonstration	Chapters 11,4,5,6,7 Glossary
7	Feb 21 & 23	Unit 3	Lecture Unit 3	
8	Feb 28 Mar 2	Unit 3	Begin work experience at SODEXHO Lecture Unit 3 and Exam Review <b>Unit 3 Exam</b>	
<b>SPRING BREAK MARCH 6 – 10</b>				
9	Mar 14 & 16	Unit 4	Lecture Unit 4 – Food Service Management	Chapters 2,14,15,16,17,18
10	Mar 21 & 22	Unit 4	Lecture Unit 4 – Food Service Management	
11	Mar 28 Mar 30	Unit 4	Lecture Unit 4 Food Service Management <b>Field Trip</b> 9:30 – 11:20 a.m.	
12	April 4 & 6	Unit 4	Lecture Unit 4 – Food Service Management	
13	April 11		<b>Field Trip</b> – 9:30 – 11:20 a.m.	
14	April 18 & 20	Unit 4	Lecture Unit 4 – Food Service Management	
15	April 25 & 27	Unit 4	Unit 4 Exam Review and Lecture	
16	May 2 & 4		Student Presentation of Food Service Facility Project	
Finals Week	May	Unit 4	<b>Unit 4 Exam</b> 10:30- 12:30	

## COURSE OUTLINE

- Unit 1      Food Service Development and Organizations
1.      History of Food Service Industry
  2.      Classifications of the Food Service Industry
  3.      Scope and Trends in Food Service
  4.      Food Service Organization and Systems
  5.      Management of a Food Service Organization Designs
  6.      Standards of Professionalism in Food Service
- Unit 2      Food Service Sanitation, Safety and Equipment
1.      Sanitation Regulation and Standards
  2.      Sanitation From a Customers Point of View
  3.      Types of Food Spoilage
  4.      Hazards to Food Safety
  5.      Food Borne Pathogens
  6.      Controlling Food Quality
  7.      Safety Management Program and Training
  8.      Food Service Equipment and Tools
  9.      Safety With Use and Cleaning Equipment
  10.     Emergency Procedures
  11.     Employee Sanitation
- Unit 3      Quantity Food Menu Planning, Purchasing and Preparation
1.      Facility Design
  2.      Menu Development and Planning
  3.      Types of Menus and Cycles
  4.      Designing Menus
  5.      Recipe Development and Standardization
  6.      Budget Cost Control, costs of services and operations
  7.      Ordering and Purchasing Foods
  8.      Supplier Selection
  9.      Food Inspection and Receiving
  10.     Storeroom Control and Inventory
  11.     Nutrition and Food Service Management Responsibility
  12.     Heat Transfer and Timing
  13.     Cooking Methods
  14.     Pre-Preparation Principles and Procedures
  15.     Goals of Food Production
  16.     Steps of Food Production
  17.     Work Simplification
  18.     Food Portioning, Plating, and Garnishing
- Unit 4      Food Service Management
1.      Management Leadership
  2.      Interviewing, Selection, Training and Evaluation of Employees
  3.      Employee Management and Supervision and Labor Relations
  4.      Management and the Financial Operations
  5.      Categories of Service
  6.      Style of Service and Table Settings
  7.      Customer Service
  8.      Managing Service
  9.      Marketing Principles in Food Service

## Department of Family and Consumer Sciences

*Catering – FCS 445*

*Fall 2006*

**Instructor:** Margaret Wing-Peterson, MS, RD

**Office location/Hours:** Evans Hall 124E,  
Immediately following class or by appointment  
Phone: 619/849-2366; email: [mwpeters@pointloma.edu](mailto:mwpeters@pointloma.edu)

**Course Location and Time:** Evans 112-113, F 1:30-3:30 pm

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### **COURSE DESCRIPTION**

An introductory study of specialized food production techniques and operation principles for home or small catering establishment. Types of catering services, recipe and menu development, costing, marketing and implementing a catering business will be discussed. Lecture, laboratory experience, field experiences, and computer applications required. Prerequisite: FCS 110

### **COURSE OBJECTIVES**

By the end of the term, students will be able to

1. Describe principles of safe quantity food preparation and service within budgetary parameters.
2. Create a resource library of recipes, menus, and event planning guidelines.
3. Develop a business plan for an off-premise catering business.
4. Design promotional materials for a catering business.
5. Organize and manage a variety of catering events.

### **REQUIRED TEXTS**

Shiring SB, Jardine RW, Mills RJ. *Introduction to Catering – Ingredients for Success*. Albany, NY: Delmar/Thomson Learning, 2001.

### **ADDITIONAL RECOMMENDED RESOURCE**

American Association of Family and Consumer Sciences. *Food: A Handbook of Terminology, Purchasing and Preparation*, 10<sup>th</sup> Ed. Alexandria, VA: The American Association of Family and Consumer Sciences, 2001.

### **ADDITIONAL REQUIRED MATERIALS**

Appropriate food service outfit—black pants (no jeans) or black skirt (at or just below the knee), white shirt with sleeves, and non-platform, closed-toe black shoes with a maximum 1-inch heel. Hair shoulder length or longer must be tied back securely or a hairnet must be worn.

### **POLICIES AND PROCEDURES**

1. Grades for written work will be based on the prescribed guidelines and due dates discussed in class.
2. Class attendance will be taken. Help make the most of your investment in your education by attending class! Tests will cover class material, assigned text readings and any additional reading

material assigned. University policy states that a written report be sent to the Vice-Provost when accumulated absences exceed 10 percent (more than 1 class in this case), which may result in de-enrollment. More than 20 percent missed is cause for automatic de-enrollment.

3. Class activities, catering events and lab experiences cannot be "made up." Re:attendance and deadlines for projects - urgencies and emergencies will be considered on a case-by-case basis. If they happen to you, communicate promptly, privately and honestly; please don't take advantage of the instructor's goodwill! Documentation may be requested.
4. Course information and announcements will be available on Eclass; check it and your pointloma.edu email regularly (at least twice weekly) for any new postings or communications.
5. Cell phone calls and chronic private "side" conversations are distracting, disruptive and disrespectful to your classmates and the instructor. Each student in this classroom contributes to the learning environment. It is assumed that university-level students can conduct themselves in a way that promotes a positive learning experience for their classmates. Persisting in disruptive activities negatively effects your participation, detracts from learning and will influence your course grade.
6. An assignment will not be eligible for full credit if turned in more than 24 hours after due date; 20% will be deducted from the points earned for each day it is late.

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

### COURSE GRADING CRITERIA

Oral Report: Trends in Cuisine and Food Service (9/22/06)	30
Field trip and speaker summaries (10/20/06; 11/10/06)	40
Tabletop Design Presentation (10/20/06)	30
Personal Resource Library for catering events (12/1/06)	100
Business Plan and Promotional Material (12/8/06)	50
3 Catering Events (10/27/06; 11/10/06; 12/1/06)	150
plus Co-Manager of 1 Event	50
Class activities	50
Final exam	<u>100</u>
Total Points	600

#### Lose Points:

Late for catering event	-10
Failure to clean up after yourself	-5
Assignment turned in >24 hours after due date	-20% of points earned/ day late

## Grade Distribution

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

### COURSE OUTLINE

- I. Introduction and Overview of Catering
  - A. Classifications
  - B. Skills set for successful catering management
  - C. Markets for caterers
  
- II. The business of catering
  - A. Finding/choosing clients and events
  - B. Marketing your product
  - C. Proposal writing
  - D. Total Quality Control in planning
  - E. Business Plan Development
  - F. Planning Oversight Systems
    1. HACCP
    2. Equipment
    3. Personnel
  - F. Menus, pricing and cost control
  - G. Legalities and liabilities
  
- III. The service of catering
  - A. Current trends in the marketplace
  - B. Events planning and execution
    1. Menus/recipes
    2. Flow of food and procurement
    3. Equipment
  - C. Service styles
  - D. Logistics
    1. Packing and Moving Goods
    2. Set-up
    3. Breakdown and Clean-Up

**COURSE SCHEDULE**  
(estimated timeframe)

Date	Session Topic	Text Preparation (Chapter)
8/25	Class format, objectives and expectations Overview of catering and catering management Establishing your business: functions in catering and defining your niche	1-3  5
9/1	The <i>business</i> of catering: Total Quality Control Finding clients; proposals and introduction to contracts Short-term goals, long-range plans	13  4 6
9/8	The <i>business</i> of catering, continued: planning systems: supplies, time, personnel, HACCP, events	6
9/15	The business of catering, continued: Menus, pricing and cost control Legalities and liabilities	6, 11 12
9/22	Oral Reports: Trends in Cuisine, Dining, Food Production and Food Service The <i>service</i> of catering: events planning and execution Menus/recipes and flow of food	7
9/29	The <i>service</i> of catering: events planning and execution, continued Menus/recipes and flow of food, continued Procurement – food purchase, receiving and storage; equipment	7  8-9
10/6	Field Trip: Specialty Produce Event Planning for 10/27	
10/13	<b>Fall Break – no class</b>	

10/20      **Tabletop designs due:** set up for class critique  
Service and service styles  
Event Planning for 10/27 and 11/10

Ch 10

10/27      Event Day: Plan Implementation

11/3        Guest Speaker (tentative): Personal Chefs Association  
10/27 Event Debriefing and Event Planning for 11/10

11/10      Event Day: Plan Implementation

11/17      11/10 Event Debriefing and Event Planning for 12/1

11/24      **Thanksgiving Recess – no class**

12/1        Event Day: Plan Implementation  
**Personal Resource Library for catering events due**

12/8        **Business Plan and Promotional Material due**  
12/1 Event Debriefing  
Class Review and Summary

*Final Exam: Monday 12/11/06 1-3 pm OR Wednesday 12/13/06 1-3 pm*

**Department of Family and Consumer Sciences**  
*Food Science – FCS 455*  
*Fall 2006*

**Instructor:** Cindy Swann, MS, RD, CDE  
**Course Time:** 11:00 am - 12:15 pm Monday and Wednesday  
**Office Location/Hours:** Evans 134; Mon and Wed 9:00 – 11:00 am  
**Course Location:** Evans Hall 112  
**Contact:** Voice Mail = x2351; Email = [cswann@ptloma.edu](mailto:cswann@ptloma.edu)

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**Course Description:**

This course provides an in-depth role of the physical, chemical and sensory attributes of foods. It will involve lecture as well as laboratory procedures testing food products. Research will be conducted to ascertain food quality and consumer acceptance, as well as nutritional value.

**Objectives**

1. To understand the scientific physical and chemical properties of food systems.
2. To gain fundamental knowledge of and experience with practical applications of the methods (theory, operation, applications, limitations) of compositional analysis, physical/chemical property testing, and sensory panel evaluation of foods.
3. To observe, evaluate, and compare in the laboratory the composition, nutritive value, quality attributes and properties, quality assurance, and consumer acceptance of food and nutritional products and effects of variations in food formulation and preparation practices.
4. To gain experience in creative problem solving, designing food evaluation experiments, analyzing and interpreting data, comparing data to that published in the literature and to that claimed on the nutrition label.
5. To learn how to organize and prepare comprehensive technical research reports.
6. To examine recent scientific literature in referred journals and analyze reports concerning research findings on various nutrients and products.
7. To review food standards, edible portions and costs of foods prepared in lab.

**American Dietetics Association's Foundation Knowledge and Skills for Entry-Level Didactic Program in Dietetics (DPD):**

1. Work effectively as a team member (1o)



2. Knowledge of quality improvement methods (4e)
3. Knowledge of food technology (5a)
4. Knowledge of biotechnology (5b)
5. Knowledge of culinary techniques (5c)
6. Knowledge of food safety and sanitation (5e)
7. Knowledge of environmental issues relating to food (5k)
8. Knowledge of applied sensory evaluation of food (5o)
9. Demonstrate ability to calculate and interpret composition of foods (5p)
10. Demonstrate basic food preparation and presentation skills (5s)
11. Demonstrate ability to modify recipe/formula for individual or group dietary needs (5t)

**Policies and Procedures:**

1. Class attendance and participation are expected since they are part of your integrated experience in nutrition. Attendance and punctuality is considered important here, as in your future professional life. If absent: You are required to obtain information from your peers.
2. PLNU rules on academic honesty apply to this course.
3. There will be no make up tests or final exam, unless a written medical excuse from a physician is provided. Exams will be comprised of multiple choice, true/false, short answer and fill-in-the-blank questions. The content of each exam will be weighed approximately 50% from text/library readings, and 50% from class (lecture, laboratories, in-class assignments/calculations and discussions).
4. Assignments will not be accepted for full credit after class time on the due date. Grades will be reduced 50% after class on the due date.

**Required Text:**

McWilliams, M. Foods: Experimental Perspectives, 5<sup>th</sup> ed. McMillian Publishing Company, 2005.

Swann, C. FCS 455 Laboratory Notebook, 2006.

**Academic Accommodations:**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

**Course Grading Criteria:**

Assignment:	Total Possible Points
3 Term Exams @ 100 pts. each	300
5 Laboratory Reports @ 20 pts each	100
Oral Presentation on Equipment	50
Product Comparison Project	100
Product Development Project	100
Class and Laboratory Participation	50

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

Tentative Lecture Schedule

Week	Lecture Topic	Chapter Readings
1 (Aug 21, 23)	Introduction / Intro to Food Science/Research	1,2
2 (Aug 28, 30)	Sensory & Objective Evaluation / Sensory Lab	3,4
3 (Sept 4, 6)	<b>HOLIDAY</b> / Equipment Lab	
4 (Sept 11,13)	Water / <b>Oral Reports on Equipment</b>	5
5 (Sept 18, 20)	Carbohydrates / Sugar Cookery Lab	6,7,8
6 (Sept 25,27)	<b>EXAM 1</b> / Starch & Fiber	9,10
7 (Oct 2, 4)	Fats & Oils / Equipment Lab	11,12
8 (Oct 9, 11)	Milk & Dairy / Frozen Dessert Lab	13,14
9 (Oct 16, 18)	Meats / Meat Lab	15
10 (Oct 23, 25)	<b>EXAM 2</b> / Equipment Lab	
11 (Oct 30, Nov 1)	Eggs / Equipment Lab	16
12 (Nov 6,8)	Flours & Baked Goods / <b>Product Comparison Report Due</b>	17
13 (Nov 13,15)	Food Laws / Federal Standard of Identity Lab	
14 (Nov 20, 22)	<b>EXAM 3 / HOLIDAY</b>	18
15 (Nov 27, 29)	Equipment Labs	
16 (Dec 4, 6)	Equipment Labs	
17 (Wednesday, Dec. 13)	<b>Final Project Due</b>	10:30-12:30

Course Outline  
FCS 455 Food Science

- I. Research Perspectives
  - A. Overview
  - B. Sensory Evaluation
  - C. Objective Evaluation
- II. Physical Perspectives
  - A. Water
  - B. Solids, Liquids, Gases
  - C. Dispersions
  - D. Emulsions
  - E. Sols, Gels, Foams
- III. Carbohydrates
  - A. Sugars & Sweeteners
  - B. Starch
  - C. Fibers
- IV. Lipids
  - A. Fats
  - B. Oils
- V. Proteins
  - A. Dairy
  - B. Meat, Fish, Poultry
  - C. Eggs
  - D. Gluten
  - E. Baking Ingredients
- VI. Baking Applications
  - A. Quick Breads
  - B. Yeast Breads
  - C. Foam Cakes
  - D. Shortened Cakes
  - E. Pastry
- VII. Food Laws
  - A. History and Overview
  - B. Federal Standard of Identity
  - C. Federal Standard of Quality
- VIII. Laboratory Applications
  - A. Objective Equipment
  - B. Sensory Evaluation
  - C. Report Writing

**Department of Family Consumer Sciences**  
*Administration and Supervision in Early Childhood Education – FCS 460*  
*Spring 2007*

**INSTRUCTOR:** Susan DeCristofaro Rogers

**COURSE TIME:** 10:00 – 11:40 Tuesday/Thursday

**COURSE LOCATION:** EVANS 122

**OFFICE LOCATION/HOURS:** EVANS 102  
Hours listed on office door

**EMAIL/PHONE:** [srogers@pointloma.edu](mailto:srogers@pointloma.edu) (858) 793-5317

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**COURSE DESCRIPTION:**

Application of basic principles in the guidance of young children. To examine the multi-dimensional roles of the early childhood program director/administrative styles, management tools and interpersonal skills that contribute to effective leadership. Three hours of lecture and one hour observation time per week.

**COURSE OBJECTIVES:**

The goal of the class is to give the potential director of an early childhood education program the basic knowledge and skills necessary to be an effective administrator of a good school for young children or an early education program.

Topics will include: The philosophy of early childhood education, regulatory and licensing agencies, differing models of early childhood programs, by-laws and policy statements, finances and budgets, advisory boards, enrollment, nutrition-health and safety, classroom management and schedules, curriculum, leadership, personnel management, parent and community relationships.

**REQUIRED TEXTS:**

Click, Phyllis Administration of Schools for Young Children (6<sup>th</sup> Ed) Delmar Thompson Learning 2004.

Community cares licensing requirements for early childhood centers,. Handout

Optional:

Child Care Center Resource and Business Kit, How to Open a Child Care Center

## **POLICIES AND PROCEDURES:**

Regular attendance and in-class participation: Students are expected to attend class regularly and participate in class discussions and projects. Please contact instructor before class if you know that you will be unable to attend class! Student participation and attendance will be reflected in final course grading. More than three absences will result in a decrease in the final semester grade.

Exams: Four exams will be given during the semester. Students absent the day of the exam will be given a grade of zero for the exam unless arrangements had been made with instructor.

Class Trips: The class will visit several different schools throughout the semester. Students are required to attend these visits. Students unable to find transportation should contact the instructor prior to the visit date.

## **ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## **PROJECTS:**

Director Interview: Students will plan and conduct an interview with a center director. The PLNU ECC may NOT be used for this project. A typewritten interview will be submitted to the instructor to include the questions and their responses.

Parent Interview: Students will plan and conduct an interview with two parents. A typewritten interview will be submitted to the instructor to include the questions and their responses. The PLNU ECC parents may NOT be used for this project.

Early Childhood Program Notebook: Collect brochures, newsletters, parent information from five different schools. Briefly comment on your likes and dislikes of these papers. **Five schools other than schools visited in class.**

Annotated Bibliography: Compile an annotated bibliography of 8 – 10 books for the early childhood administrator/ educator.

Mock Interview: Directions to be given at later date.

Final Project To Be Announced

Extra Credit: Attend a parent meeting or discussion group, a school open house or relevant lecture. Attend "Day in the Park" celebration (date TBA) at Balboa Park or any "Week of the Young Child" activity in the city, (dates TBA). Please arrange extra credit with the Instructor. Limit 2 per student.

**COURSE GRADING CRITERIA:**

Director Interview	50 points
Parent Interview	50 points
Early Childhood Program Notebook	75 points
Annotated Bibliography	75 points
Mock Interview	50 points
Exams	75 points each/total 300 points
Final Project	175 points
Total	775 points
(Extra Credit)	(15 points each / max 2 for 30 points)

**Class Schedule and Assignment Due Dates**

January 9 (T)	Welcome: Overview of Course Discussion: Directors Job description
January 11 (Th)	Administration Chapter 1 Click
January 16 (T)	Choices: Schools and Programs Chapter 2 Click
January 18 (Th)	Setting Goals and Philosophy Chapter 3 Click
January 23 (T)	Space and Equipment Chapters 4 – 6 Click
January 25 (Th)	Visit Community Presbyterian Toddler Program
January 30 (T)	Planning Infants and Toddlers Chapter 4 Click Planning: The Preschool Chapter 5 Click Planning: The school-age children Chapter 6 Click <b>Director Interview Due</b>
February 1 (Th)	Visit Manchester School
February 6 (T)	Test # 1 Chapters 1-6 Planning Program and Environment

February 8 (Th)	Visit City Tree Christian School
February 13 (T)	Staff Selection/Development/Supervision Chapter 7 and 8 Click <b>Parent Interview Due</b>
February 15 (Th)	Lakeshore Day
February 20 (T)	Budget Chapter 9 and 10 Click
February 22 (Th)	Test # 2 Chapters 7 – 10
February 27 (T)	Guest Speaker Give out Take Home Test # 3 Licensing
March 1 (Th)	Visit Joan Krok Head Start
March 5 – 9	SPRING BREAK
March 13 (T)	Health and Safety Chapter 11 Click Video: Caring For Our Children.
March 15 (Th)	No Class
March 17 (Sat)	Visit Waldorff “A Typical Kindergarten Day”
March 20 (T)	Food and Nutrition Chapter 12 Click <b>Take Home Test # 3 Due</b>
March 22 (Th)	Visit Gluck Childcare Center
March 27 (T)	Child Abuse <b>Early Childhood Program Notebook Due</b>
March 29 (Th)	New Program/New Year Chapter 13 Click Enrollment
April 3 (T)	Visit Family Day Care
April 5 (Th)	Easter Break
April 10 (T)	Families Chapter 14 Click Parent Conference Panel
April 12 (Th)	Visit Teddy Bear Tree House School
April 17 (T)	Test 4 Chapters 11 – 15

April 19 (Th)	Visit Warren Walker
April 24 (T)	Mock Interview Day 1
April 26 (Th)	Mock Interview Day 2
May 1 (T)	Class Work Day in Computer Lab <b>Annotated Bibliography Due</b>
May 3 (Th)	Class Work Day in Computer Lab
Final TBA	Final Final Project Due and Presented



**Department of Family and Consumer Sciences**  
Practicum Early Childhood Education – FCS 470  
2007-2008

**INSTRUCTOR:** Susan Rogers

**OFFICE/LOCATION/HOURS:** Evans 102, 849-2245  
Hours listed on office door

**COURSE TIME:** To be arranged

**COURSE LOCATION:** Evans 102 office

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**COURSE DESCRIPTION:**

Supervised practicum in laboratory experience in an approved Early Childhood Center. It is designed for students who plan careers in early childhood and family support programs. Students become familiar with observing the development, guiding, and teaching children in a preschool program. This course may be used towards the experience component of the State of California Child Development Site Supervisor Permit. Offered every semester.

**COURSE OBJECTIVES:**

1. To apply information learned from FCS 310 Early Childhood Education in an approved Early Childhood Center for a minimum of 90 hours.
2. To develop skills in observation, assessment and developing the whole child emotionally/socially, cognitively and physically.
3. To explore and utilize different assessment and observation techniques in understanding the development and needs of young children.
4. To develop and design age appropriate learning environments for young children.
5. To design and implement weekly age appropriate exploration centers for three and four-year-olds (art, reading, math, science and dramatic play).
6. To develop and implement age appropriate curriculum and lesson plans for young children.
7. To collect documentation of children's work to be used in children's portfolios.
8. To be exposed to planning and implementing parent/teacher conferences.
9. To be familiar with a variety of classroom management tools and to be given the opportunity to practice the skills of managing a group of children in a positive fashion.
10. To design and implement a four to six week project or thematic unit.
11. To be able to communicate with parents through parent letters and oral communication.
12. To develop abilities to meet the needs of the emergent reader at a variety of levels.
13. To be able to identify needs of young children and design a plan to develop their growth and development.
14. To practice conflict resolution skills in helping children deal with others.

**REQUIRED TEXT:** Jablon, J., Dombro, A., Dichtelmiller, M., The Power of Observation, 2<sup>nd</sup> Edition, Teaching Strategies, Washington DC, 2007.

Elkind, D., The Hurried Child, Revised Edition, Addison-Wesley Publishing Company, 2000.

## **POLICIES AND PROCEDURES:**

1. Grades for written work will be based on the prescribed guidelines and due dates discussed in class.
2. Class attendance will be taken. Faculty may initiate a de-enrollment for a student who has accumulated sufficient absences to threaten one's success in that class. See the *Catalog* for full details.
3. Assignments will **not** be accepted for full credit after 2:00 pm on due date. Grade will be reduced 50% after 2:00 pm on due date.
4. If academic honesty is compromised, a failure is given in the assignment OR in the course. See the *Catalog* statement for full details.

## **ACADEMIC ACCOMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## **COURSE REQUIREMENTS:**

Instructor and student will set a time to meet once a week. Student and instructor will meet each week except for the week of April 16<sup>th</sup>. The week of April 16 student will attend parent/teacher conferences. Instructor and student will dialogue weekly about learning both from readings and classroom experiences.

Written Report: David Elkind, The Hurried Child, due March 14<sup>th</sup>, three to four pages including student's perspective, application and critique.

### **Assessment Projects:**

- Journal Observations: The student will use The Power of Observation as a guide to assess eight children's levels through different types of observations and documentations. The observation journal will be discussed and looked at each meeting with instructor.
- To design and put together an assessment tool to use with three and four-year-olds to be placed in their portfolio. This tool will be used by the student to assess development of the children in his or her class.
- Practicum students will help Classroom Teacher put together portfolios of each child in his/her class including documentation of pictures, work samples and written documentation.
- Each practicum student will help present eight parent/teacher conferences with the use of the portfolio assessment.

### **Thematic or Project Design:**

- Design and implement a project that is stimulated by children's interest. The practicum student will design a project that will help children's cognitive, spiritual and physical growth. The students will directly work with instructor in weekly sessions to help scaffold this project. The project will last for at least four weeks depending on children's interest.

**Lesson Plan Design:**

- Design eight lessons using Madeline Hunter's Mastery Teacher Lesson Design. Students will be evaluated by script taking method in lesson delivery and classroom management skill on four occasions. The times will be set up with the student and instructor in advance.

**COURSE GRADING CRITERIA:**

**Grading:**

**TOTAL POSSIBLE POINTS**

Practicum Field Experience .....	180 pts (90 hours, 2 pts per hour)
Observation Journal .....	40 pts (8 entries, 5 pts per entry)
Written Report, <u>The Hurried Child</u> .....	30 pts
Assessment Tool, Design and Implement .....	30 pts
Portfolio Documentation .....	40 pts
Lesson Plan Design .....	80 pts (8 at 10 pts)
Project, Design and Implement .....	150 pts
<b>TOTAL POINTS.....</b>	<b>550</b>

**Grade Distribution:**

<b>GRADE</b>	<b>PERCENTAGE RANGE</b>	<b>GRADE</b>	<b>PERCENTAGE RANGE</b>
A	>93	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<59%

**Schedule of Teacher Practicum Responsibilities and Progression:**

"Practicum"  
Spring 2007

January 29 – February 2	Art Center and Sensory
February 5-9	Art Center and Sensory Discovery and Science Center Calendar
February 12-16	Dramatic Play Center and Writing Discovery and Science Center Calendar Sensory and Art Center

February 21- March 2 (closed February 19)	Dramatic Play Center and Writing Discovery and Science Center Calendar Sensory and Art Center Book and Math Game
March 12-16 (closed March 5-9 Spring Break)	All Centers Calendar
March 19-30	All Centers Calendar Intro Project and Project Lesson Circle Time
April 2-20 (closed April 5-9 Easter Recess)	All Centers Calendar Project Circle Time
April 23-27	All Centers Calendar Project Circle Time Parent Letter
April 30-May 4	Art Center and Sensory Calendar Project Circle Time Parent Letter

### **COURSE OUTLINE:**

#### Unit 1: Planning and Creating the Curriculum

- A. Emergent Curriculum
- B. Theme Based Learning Curriculum
- C. Project Based Curriculum
- D. NAEYC Curriculum Guidelines
- E. Lesson Plans
- F. Modifications and Adaptations for Children with Special Needs
- G. Goals and Objectives
- H. Assessment
- I. Evaluation
- J. Planning Daily Schedule
- K. Indoor Activity Time
- L. Outdoor Activity Time

#### Unit 2: Language and Literacy

- A. Whole Language, Whole Child
- B. Curriculum Considerations for Children with Special Needs
- C. Emergent Literacy
- D. Language and Literacy Activities Across the Curriculum

Unit 3: Mathematics

- A. Classification
- B. Ordering
- C. Counting
- D. Addition and Subtraction
- E. Measuring
- F. Geometry
- G. Graphing
- H. Curriculum Considerations for Children with Special Needs

Unit 4: Science

- A. Physical Science
- B. Biological Science
- C. Technology
- D. Hands On Approach

Unit 5: Social Studies

- A. Conflict Resolution
- B. Development of Self
- C. Understanding of Families

Unit 6: Process Oriented Art

- A. Collaging
- B. Painting
- C. Printing
- D. Season Oriented Art

# Department of Family and Consumer Sciences

*Child Development Internship - FCS 475*

*Family and Consumer Sciences Internship - FCS 480*

**INSTRUCTOR:** Kay Wilder, Ed.D.; C.F. C. S.

**COURSE TIME:** Monday 4:00 pm – 5:00 p.m.

**COURSE LOCATION:** Evans Hall 113

**OFFICE LOCATION/HOURS:** Evans 102  
Times listed on office door or by appointment

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## **COURSE DESCRIPTION:**

### **Family and Consumer Sciences 475 - Child Development Internship**

Career-related work experience in which students observe and actively participate, using their acquired skills and knowledge. Students are under the supervision of a department faculty supervisor and a qualified on-site supervisor. Two units of credit will be given for 80 hours of work experience; four units of credit will be given for 160 hours of work experience.

### **Family and Consumer Sciences 480 - FCS Internship**

Career-related work experience in which students observe and actively participate using their acquired skills and knowledge. Students are under supervision of a department faculty supervisor and a qualified on-site supervisor. Two units of credit will be given for 80 hours of work experience; four units of credit will be given for 160 hours of work experience.

## **COURSE OBJECTIVES:**

1. To acquire knowledge and functioning of a business, organization, social service, or school.
2. To identify specific professional responsibilities within a business, organization, social service, or educational setting.
3. To understand professional-client relationships.
4. To evaluate the many career options within one's field of study.
5. To network with professionals in a professional setting.

## **POLICIES AND PROCEDURES:**

1. Attendance is mandatory and students will be prompt for each meeting at internship site.
2. Dates agreed to must be upheld for full credit of internship.
3. Hours must be recorded for full credit with the supervisor's signature on the time sheet for each time at an internship site.

## REQUIREMENTS AND DUE DATES:

End of Second Week of Semester: Due Date \_\_\_\_\_

- Proposal

Friday of Mid-term Week: Due Date \_\_\_\_\_

- Mid-semester self-evaluation report
- Mid-semester site supervisor evaluation report
- Mid-semester time sheet

Wednesday of Last Lecture Week of Semester: Due Date \_\_\_\_\_

- Final self-evaluation summary of internship – 3 to 4 pages in length
- Final site supervisor evaluation report
- Final time sheet
- Internship journal and portfolio of work
- Organization Presentation Board and oral presentation

Weekly Group Internship Meeting: Due Date \_\_\_\_\_

- Interns will meet at 4:00 p.m. on Mondays in Evans 113.

## GRADING:

- Internships are graded Credit/No-Credit.
- Internships must begin and end during the semester in which the student receives credit. If unforeseen circumstances arise and the experience cannot be completed during the semester, an IP grade may be awarded.

## LOCATIONS OF INTERNSHIPS:

- Internship locations must be selected in collaboration with the Chair of the Department of Family and Consumer Sciences.
- Educational goals and expectations of the student must be agreed upon by the agency, organization, or business in order for it to qualify as an approved site.
- Past employment or volunteer work may NOT be used for retroactive academic credit.
- PLNU academic internship assignments are not paid positions. It is believed that the agency in which the student is placed will not be considered an employee, but is to serve as a partner in the educational experience for pre-professionals.
- Students may not use current employment locations for credit.

## INTERNSHIP GUIDELINES:

Student Guidelines for a Successful Internship:

1. Clearly define your assignments, clarify your work hours and length of commitment
2. Specify the training you will receive
3. Arrive on time, be enthusiastic and eager to learn
4. Follow through on all your commitments
5. Dress in the same style as your co-workers
6. Cultivate positive relationships with all staff
7. Ask questions when you don't know the answers
8. Prioritize your time and your tasks
9. Learn the written and unwritten rules of conduct
10. Respect the hierarchy of authority
11. Establish regular supervision and performance reviews
12. Set a time for a final evaluation when the internship concludes
13. Ask for a letter of recommendation if you fulfill your objectives

**Department of Family and Consumer Sciences**  
*Special Studies in Family and Consumer Sciences - FCS 490*

**INSTRUCTOR:** Dr. Kay Wilder  
**COURSE TIME:** TBA  
**COURSE LOCATION:** Evans 102  
**OFFICE LOCATION/HOURS:** Evans 102

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**COURSE DESCRIPTION:**

An individualized and research study from selected topics. The research topic must be approved and supervised throughout the semester.

**OBJECTIVES:**

1. To acquire in-depth knowledge about a select topic within the Family and Consumer Science discipline.
2. To critically analyze selected topic theories, and social, political and/or economic issues.
3. To formulate practical solutions related to analysis and evaluation of topic.
4. To acquire skills in research and writing using the A.P.A. format.

**POLICIES AND PROCEDURES:**

1. Independent directed studies course (Special Studies in Family and Consumer Sciences) is for a student for which a faculty member has agreed to supervise the instruction and evaluation.
2. Faculty requests to offer independent/directed studies courses must be approved by the department chair.
3. The student and faculty member will meet throughout the semester, the schedule will be agreed upon by the faculty and student.

**COURSE REQUIREMENTS:**

A special studies project should meet the following criteria:

1. Written research paper/project
  1. Written outline of approved research topic is due the third week of the semester.
  2. Minimum number of pages must range from 15 - 20 pages per 1 semester unit of credit
  3. Minimum number of references must range from 15 - 20 references per 1 semester unit of credit
  4. Paper must be typed, double spaced with one inch margins
  5. A.P.A. format, footnotes, and a bibliography must be included
  6. Research paper must be placed in a folder



**Department of Family and Consumer Sciences**  
*Family and Consumer Sciences Senior Seminar - FCS 497*  
*Spring 2007*

**INSTRUCTOR:** Kay Wilder, Ed.D., C.F.C.S.

**OFFICE LOCATION/HOURS:** Evans Hall 102  
Office: 849-2270 Hours listed on office door

**COURSE TIME:** 4:30 - 6:15 pm Wednesday

**COURSE LOCATION:** Evans Hall 121

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**COURSE DESCRIPTION:**

Analysis and discussions of interrelated issues found within the areas of Family and Consumer Sciences. Topics studied not otherwise included in other course work, such as research, public policy, professional accreditation, and historical significance. Required of all graduating seniors in the Department of Family and Consumer Sciences.

**COURSE OBJECTIVES:**

The purpose of programs in the Department of Family and Consumer Sciences is to prepare students to become competent in a field of study and to assume a leadership and service role in assisting individuals seeking growth with personal and family well being. Family and Consumer Sciences Senior Seminar is a culminating learning experience designed to increase the student's knowledge, competency, and responsibility within her/his profession.

The student will:

1. Examine the mission and philosophical foundations and development of the Family and Consumer Sciences profession.
2. Examine the career path clusters and career options of Family and Consumer Sciences profession.
3. Explore ones personal philosophy as it relates to the philosophy of Family and Consumer Sciences.
4. Acquire knowledge of the importance and meaning of research with the areas of Family and Consumer Sciences.
5. Acquire knowledge of the fundamentals and principles of research design, literature search, data collection, analysis, evaluation and reporting.
6. Identify trends and societal issues that affect the quality of life for individuals and families, and explore related preventative measures and public policies.
7. Examine the principles of professionalism.
8. Identify the basic principles of effective leadership.
9. Explore the foundations of interpersonal-skill, communication, and conflict resolution.
10. Examine the foundations of professional career development.
11. Identify professional associations and organizations in the field of Family and Consumer

Sciences, and discover benefits of membership for professional growth.

**AMERICAN DIETETICS ASSOCIATION'S FOUNDATION KNOWLEDGE AND SKILLS FOR  
ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):**

1. Negotiation techniques (1a)
2. Interviewing techniques (1f)
3. Work effectively as a team member (1o)
4. Public policy development (3a)
5. Research methodologies (4a)
6. Needs assessments (4b)
7. Scientific method (4d)
8. Interpret basic statistics (4g)
9. Develop a personal portfolio (7s)

**REQUIRED READING:**

1. Wilder, Kay. Family and Consumer Sciences Senior Seminar Reference Manual

**RECOMMENDED READING:**

1. Bolles, Richard Nelson. What Color is Your Parachute? 2007 A Practical Manual For Job-Hunters and Career-Changes. Ten Speed Press, Berkeley, California 2007

**COURSE REQUIREMENTS:**

Grades will be based on the following completed work using prescribed guidelines and due dates. Class attendance will be taken. There will be no make-up for mid-term or final examination. Assignments will not be accepted after due date.

	<u>Approximate Total Points</u>
1. Professional Statements	15
2. Written Public Policy letter	15
3. Self assessments of career development.	10
4. Group Research paper and presentation.	50
5. Professional Portfolio.	60
6. Examination	100
<b>Total possible points .....</b>	<b>250</b>

**ACADEMIC ACCOMMODATIONS:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with

special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

**GRADING:**

A final grade is based on the following percentages and grade distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**WEEKLY COURSE OUTLINE AND READING ASSIGNMENTS**

Unit	Week	Unit Discussion	Unit Readings
1	January 10 & 17	Philosophical, Historical Foundations, and Career Paths in the Profession	Manual - Unit 1 Bolles - pp 1-8 pp 89-169 pp 239-259
2	January 24 & 31	Trends, Societal Issues, and Public Policy Professional Statements Due January 31	Manual - Unit 2
3	February 7, 14, 21, 28	Public Policy Letter Due February 7 Professional Career Development	Manual - Unit 4
4	March 14, 21, 28 April 14	Research Foundations Research Data Collection	Manual - Unit 3
5	April 10, 18	Professional & Effective Leadership	Manual Unit 5
	April 25	Research Paper and Presentation due	Manual Unit 3
5	May 2	Professional and Effective Leadership Department Exit Interview	Manual - Unit 5

Unit	Week	Unit Discussion	Unit Readings
		Professional Portfolio Due	
	May <sup>9</sup> 4:30	Department Exit Interview	Required of all Students

## PROJECTS AND EXAMINATION DUE DATES:

Review of expectations will be discussed in class.

April 25, 2007  
May 2, 2007  
May 9, 2007

Research Paper and Presentation  
Professional Portfolio  
Exam

Group Presentation  
  
Units 1-5

## COURSE OUTLINE:

- Unit 1**      **Philosophical, Historical Foundations, and Career Paths in the Profession**  
Philosophical Foundations  
Historical Foundations  
When You Graduate  
Career Path Clusters and Career Options  
Unit One Readings  
Personal Profile Self-Assessment
- Unit 2**      **Trends, Societal Issues, and Public Policy**  
Trends and Societal Issues Effecting the Profession  
Who Will Shape Society?  
Communication with Public Officials....Professionals Responsibility  
How To Contact Your Elected Representatives  
Unit Two Readings  
Public Policy Inventory
- Unit 3**      **Research Fundamentals**  
Categories of Research Studies  
Steps in Planning and Conducting a Research Study  
Guidelines for Research Study  
Evaluation Studies  
Unit Three Readings and Project Assignment  
Research Project Evaluations
- Unit 4**      **Professional Career Development**  
Career Development Process  
Personal Assessment Stage  
Job Market Search Stage  
Cover Letter and Resume Stage  
Interview Process Stage  
Evaluating Options and Negotiation Stage  
New Job Transition  
Unit Four Readings  
Career Search Notebook Project Assignment  
Professional Portfolio Project Assignment  
Personal Assessment Inventories
- Unit 5**      **Professionalism and Effective Leadership**  
Leadership Styles  
Leadership Characteristics  
Communication and Conflict Resolution  
Stress Management