

PROGRAM REVIEW

Bachelor of Science in Family and Consumer Science

Fairmont State University

2007

PROGRAM REVIEW
Fairmont State Board of Governors
Format for Programs Without Specialized Accreditation

Date Submitted January 2007

Program Bachelor of Science/Family and Consumer Sciences
Specializations: Family and Consumer Specialist, Child Development, Fashion Merchandising,
Hospitality and Restaurant Management, and Interior Design

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity.
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institutional, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

<hr/> Signature of person preparing report:	<hr/> Date
<hr/> Signature of Dean or School Head:	<hr/> Date
<hr/> Signature of Provost and Vice President for Academic Affairs:	<hr/> Date
<hr/> Signature of President:	<hr/> Date
<hr/> Signature of Board of Governors:	<hr/> Date

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Executive Summary

- The Bachelor of Science Degree is a vital part of the Family and Consumer Sciences Department. It is the degree that the students with objectives in one of the many and varied vocation community college components in Family and Consumer Sciences, other than teaching, can use to reach their goals.
- Family and Consumer Sciences is the study of interrelated areas which prepare individuals for various professional careers such as nutrition, child development, hospitality and restaurant management, fashion merchandising, interior design and consumer economics.
- The Family and Consumer Sciences curriculum is an extensive range of courses with education and technical knowledge in the five areas of study of the discipline.
- There is a close relationship with the associate degree courses to form a seamless educational process for attaining a Bachelor of Science Degree in Family and Consumer Sciences.
- Because seamless tracks do exist from the associate level of learning , the students in Family and Consumer Sciences at Fairmont State University are provided the choice to stay and finish their education.
- The graduates of this program have extensive opportunities for employment as a specialist or in a specialization related to Family and Consumer Sciences.
- Family and Consumer Sciences seek to strengthen families, individuals, and the community by teaching them to invest in a healthy lifestyle.
- In Family and Consumer Sciences, educational opportunities relating to family issues are available for traditional and non-traditional students.
- At the present time, the program cannot meet the demands of employers. Work force needs are great and the market is demanding more graduates that we can produce.
- An area of instruction for the Family and Consumer Sciences is to assist students in acquiring knowledge between family and interpersonal relationships between family members at each stage in the family life cycle.
- The course of study allows the student to demonstrate knowledge in the areas of clothing, nutrition, food preparation, and design.
- An individual obtains information to become a consumer that can better manage one's life, family, home, and careers.
- The Family and Consumer Sciences Program is a quality program because of the faculty, instruction and current relevant courses addressing the needs of the family and work force issues facing families today.
- The Bachelor of Science Degree in Family and Consumer helps to provide the families of today with a healthy life style to assist in the development of the individual, family, and community of the future.

1. Program Description for: Family and Consumer Sciences
Fairmont State University

The Bachelor of Science Degree in Family and Consumer Sciences is one of several offerings at Fairmont State University. The Bachelor of Science Degree is a vital part of the Family and Consumer Sciences Department. It is the degree that the students with objectives in one of the many and varied vocational community college components in Family and Consumer Sciences, other than teaching, can use to reach their goals.

As a result of the increased national concern for Nutrition, Child Development, Hospitality and Restaurant Management, Fashion Merchandising, Interior Design, and Consumer Economics, more positions are opening for non-teaching Family and Consumer Sciences majors.

Family and Consumer Sciences is the study of interrelated areas which prepare individuals for various professional careers. The Bachelor of Science consists of 128 credit hours with emphases in five different specializations. The program is organized around the Associate Degrees with a strong tie to the five disciplines in Family and Consumer Sciences (Clothing and Textiles, Foods and Nutrition, Human Development and the Family, Management and Consumer Economics, and Housing and Home Furnishings). The Bachelor of Science Degree students are required to take two courses in Professional Education. The goals for these courses, offered during their senior year, are to expand their presentation, technical knowledge, and employability skills. There are no separate or special classrooms or courses unique to the Bachelor of Science Degree. Hence, it is possible to maintain and continue to develop the importance of a non-teaching career track without any additional expenditure for facilities and/or faculty.

The Bachelor of Science Program is strengthened by the Associate of Applied Science Degrees (AAS). It is possible for a student to receive a Bachelor of Science in Family and Consumer Sciences and either a minor or an AAS in Applied Design-Fashion or Interior, Early Childhood, Food Service Management-Culinary Arts, Dietary Manager, Institutional Food Service Management or in another technical degree area offered at Fairmont State University.

The programs focus on improving the quality of life for the individual and for the family. Family and Consumer Sciences provide a strong interdisciplinary base to prepare individuals and families to meet the challenges of contemporary society. It is anticipated that the growth of the Bachelor of Science Degree will remain constant with the possibility of an increase as students become more aware of the extensive options. This Program is providing a source for graduates to meet the needs of business, industry, and the public service agencies in the areas of health care, hospitality and restaurant management, child development, fashion merchandising, interior design, and consumer specialist.

The graduates are working in Early Childhood Education facilities, Head Start, home instruction for the W.I.C. program, special nutritional programs, school lunch programs, child and nutrition center, fashion merchandising businesses, interior design firms, consumer affairs, and as a Family and Consumer Specialist in business.

The Bachelor of Science Degree offers a foundation for students who aspire to do master's and doctoral work and become specialists, executives, and administrators.

A. Adequacy

1. Curriculum:

The overall quality of the Family and Consumer Sciences program is excellent. The curriculum requires an extensive range of courses. The curriculum provides students with educational and technical knowledge in the five technical areas of the discipline. The program benefits from the close relationship with Associate Degree courses. Because of this close relationship, four specializations form a seamless educational process for attaining a Bachelor of Science Degree. The courses required for the associate level support and strengthen the entire Degree. In 1922, Family and Consumer Sciences (Home Economics) was first offered as a Bachelor of Science Degree, focusing on scientific and research based information for efficient and healthy management of the home. The fifth specialization, Family and Consumer Specialist, represents that original focus on Family and Consumer Sciences. Family and Consumer Sciences continue to value tradition and address the social and personal issues facing families today. Family and Consumer Sciences seek to strengthen families, individuals, and the community by

teaching them to invest in a healthy lifestyle. Through this program, educational opportunities relating to family issues are available for traditional and non-traditional students to assist them in their effort to improve the quality of life for families in West Virginia. The quality of the program has been highly rated by employers, graduates, and educators. By expanding the program through the specializations, the students have a greater choice of career opportunities. (See Appendix I)

2. Faculty:

One full-time faculty member at the University and five full-time at the Community and Technical College along with ten to fifteen adjunct faculty members from both institutions instruct the content areas for Family and Consumer Sciences. The range of promotion and tenure exists from instructor to full professor with only two faculty members having not received tenure at this time. The full-time faculty possesses Bachelor's to Doctoral Degrees. The educational training for adjunct faculty ranges from Associate Degrees to ABD degree status. The entire faculty has extensive educational, practical training and certification credentials in their areas of teaching. The instruction reflects the high commitment of the faculty to quality education and competently trained and educated graduates. The faculty members are actively involved in community service, professional development, and professional organizations. Various organizations and community groups benefit from the extensive involvement, participation, and support from the faculty. The performance and competence of the faculty are documented in the Vita's (See Appendix II) and in the institutional evaluations.

3. Students:

a) Entrance Standards:

The majority of the students entering this program have had general Family and Consumer Sciences courses in either an Associate of Applied Science Degree or as a Generalist. As a Generalist, the students are highly motivated but possess minimal technical knowledge and lack practice and a theoretical framework. As a Degree student, the students are also highly motivated but possess two years of training and education in a chosen career. The students are very serious about their career choice and want to pursue this area of study as a Bachelor of Science Degree student. Because of the associate levels and the specializations, several students have extensive knowledge of a discipline area in Family and Consumer Sciences. The students must meet the Bachelor Degree entrance requirements for Fairmont State University.

b) Entrance abilities:

The students must meet the ACT and GPA requirements for the Family and Consumer Sciences Bachelor of Science Degree and tend to be above average.

c) Exit abilities:

Upon completion of the program the students have completed an extensive study of Family and Consumer Sciences in the areas of Family and Consumer Specialist, Child Development, Fashion Merchandising, Hospitality and Restaurant Management, and Interior Design. The students have developed a knowledge base in several specific areas of study: Clothing and Textiles, Foods and Nutrition, Human Development and the Family, Management and Consumer Economics, and Housing and Home Furnishings. The students also study Professional Education to expand their ability to showcase their knowledge. At the present time there is no exit or licensing exams for this program. The students must meet the exit degree requirements for Fairmont State University.

d) Graduates:

Graduates of this program have extensive opportunities for employment. As a Specialist, the graduates have found positions as Family and Consumer Scientists in homemaking and/or business such as private or public, extension, government, or community service. These positions have been located in various geographic regions of the country. Having obtained a subject matter specialization, the graduates have opportunities to work in Early Childhood Education, Child Development, Human Resources, Hospitality Industry, Restaurant Business, Food Service

Management, Fashion Business, Retail Industry, Fashion Design, Commercial Design, Residential Design, Hospitality Design, and Interior Design Business. Several of the students have become specialists in child development, foods and nutrition, consumerism and management, clothing and textiles, or housing and design. Many of these graduates have been promoted to positions of greater responsibility within business and industry. The graduates are prepared to continue their education in an advanced degree. Several of the graduates have pursued graduate study.

4. Graduate and Employer Satisfaction:

A measure of the quality of the program is the high success rate of graduates in finding employment in their field. The employment records reinforce the importance of the program and employers hire our graduates, as well as our students, prior to completing the program. At the present time, the program cannot meet the demands of employers. Work force needs are great and the market is demanding more graduates that we can produce. It is encouraging when our graduates have the confidence and competence to establish a business, pursue an advanced degree, seek advancement in their employment, and maintain an active life with a family and community. These graduates work in various positions such as nutritional supervisors in hospitals, nursing homes, and school lunch programs, or as family education coordinators, supervisors in group homes for teens, WIC nutrition program coordinators; as well as in Fashion and Interior Design firms, or supervisors of child and adult day care centers.

5. Resources:

a) Financial:

Financial support for this program comes from a combination of state and federal funds. Several of the students receive financial aid whether it is from grants, loans, personal support, or scholarships. Because of the seamless relationship of the program with the associate level, the financial costs are derived from a variety of sources. Also because of the inter-relatedness of the degree course requirements, the program costs have a larger base support.

b) Facilities:

The Bachelor of Science Degree in Family and Consumer Sciences utilizes classrooms and laboratories in the Family and Consumer Sciences Department and the Schools of Education and Human Services. The classrooms include a Laboratory Preschool, a Design Studio, a Textile Laboratory, a Fashion Merchandising Studio, a Food Service Management laboratory, a Meal Management Laboratory, a Dining Room, Multi-purpose Classrooms, Computer Laboratories, Faculty Offices, and Storage Space. The classrooms, studios, and laboratories are state-of-the-art. The equipment, supplies, and resources are top quality and are maintained at top quality. The Department and Schools continuously acquire computers and software to be used by faculty and students for learning, instruction, and training.

6. Assessment Information: (Student and Programmatic)

a) Summarize the principal elements of the departmental assessment plan.

The professors evaluate the students in each course. The professors have the right to establish their own grading scale. The general norm of the program area is a 10% scale which is used in most courses. The supervisors at the students' intern assignments continuously evaluate the students. The professor makes on-site visits throughout the semester in order to get a more accurate picture of the student's performance and, therefore, be able to better judge the student's competence. The students from the associate level have already been evaluated several times because of previous practicum assignments.

b) Provide information on the following elements:

- Educational goals of the program
 - Acquire knowledge of the changes affecting the family and interpersonal relationships between family members at each stage in the family life cycle; examine the theory and research relevant to cognitive, social,

emotional, physical, economic, psychological, and creative needs of children.

- Provide a foundation necessary for success as an employee in Early Childhood Education, Child Development, or in advanced studies in a related field.
 - Examine the many levels, requirements, and types of programs for young children.
 - Observe early childhood programs that provide support services and facilities for children with various needs.
 - Obtain knowledge of children from theory and research in planning for and working with young children.
 - Participate in the planning, writing, teaching, and evaluating of activities and lessons for young children.
 - Obtain work experience in a variety of Early Childhood Education Centers under the supervision of experienced and professional personnel.
 - Understand, compare, and contrast the cognitive, social and emotional developments of children.
- Demonstrate principles of clothing construction plus the use and care of construction equipment, acquire knowledge of textile fibers from origin to end utilization; analyze clothing for the individual, family and special populations.
- Explore the fashion industry from raw materials and product concepts to consumer apparel and accessories and understand the magnitude and impact of apparel in the global economy.
 - Appreciate the value and influence of historical costume on contemporary fashion.
 - Identify trends and issues in the fashion industry that affect marketing and management of retail stores and apply the principles of visual display merchandising and fashion show production as selling strategies for marketing apparel.
 - Integrate knowledge of fashion merchandising and business practice in an on-the-job work experience.
 - Create a collection of fashion designs, employing the principles and elements of design and appreciate how knowledge of good design affects buying practices.
- Acquire knowledge of basic nutrition as it related to life cycle needs, demonstrate basic food preparation principles in food selection and preparation; demonstrate skills in menu planning and meal service.
- Survey the various careers available in the food service industry.
 - Federal, state, and local regulations regarding sanitation and safety controls will be studied.
 - Obtain knowledge of nutritional needs of different age groups, and the therapeutic requirements of various diseases. Review and plan menus to meet various special nutritional needs.
 - Be trained in the selection, operation and care of various types of food service equipment.
 - Experience the principles and techniques of quantity food preparation utilizing standardized recipes and institutional equipment.
 - Obtain work experience in a variety of food service operations under the supervision of experienced food service personnel.

- Obtain knowledge of catering different types of social functions, dining room arrangements and services to gain customer satisfaction.
 - Be able to analyze the organization and management of various types of food service programs.
- Analyze the principles and elements of design as they relate to home furnishings; demonstrate the ability to select housing as it relates to social, physical, economic and psychological needs of individuals; study principles related to selection, use, and care of equipment for the home.
 - Appreciate the value of historical heritage in architecture and furniture design.
 - Create materials for a portfolio to illustrate the ability to select colors, textures, patterns and various decorating materials for function and aesthetics; integrate knowledge of interior design with technical skills, business and management preparation aimed at the retail and service industries and explore the career options available to graduates of the program.
 - Practice interior design skills in various businesses to provide application of acquired knowledge in the areas in interior space planning and decoration; prepare a sales presentation of ideas and materials selected for a case study client, which includes detailed descriptions and a budget of the entire project.
- Describe the basic concepts in the selection and purchasing of consumer goods and services in the market place; analyze the management process and its effect on the family; demonstrate the application of management principles in supervised experiences.
 - Understand the concepts and terminology of a consumer-oriented society, understand personal problems as a consumer and have knowledge of current consumer issues.
 - Analyze principles of management and various economic means available for achieving financial security at different stages of the life cycle.
 - Identify consumer rights and responsibilities, and demonstrate ability to use various avenues for asserting consumer rights.
 - Appraise consumer economics as to the educational and career opportunities one may have in an economy.
 - Analyze managerial practices in relation to values, goals, and resources.
 - Identify interrelationships among economics, social, and managerial systems of individuals or families.
 - Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.
 - Appraise the management of the home in relation to the economy of the home here and in the world, and the career and job opportunities that exist in management.
 - Describe types of decisions and decision situations and demonstrate the ability to use logic and/or creativity in planning.
 - Compare types of organizational patterns and styles from various managerial situations.

- Identify managerial differences among persons with life styles in different stages of the family life cycle.
 - Appraise the problems of management careers as to the selection and training opportunities.
- Measures of evaluating success in achieving goals
 - Quizzes and Examinations
 - Computer Program Analysis
 - Case Study Reports
 - Literature and Research Article Reviews
 - Term and Search Reports
 - Weekly Formal Laboratory Experiences
 - Student Demonstrations of Equipment and Food Preparations
 - Clothing and Textiles Laboratory Projects
 - Bulletin Board, Poster and Flannel Board Demonstrations and Displays
 - Power Point and Media Techniques Demonstrations
 - Furniture Arrangement and Floor Plans
 - Window Display and Evaluations
 - Resume and Portfolio Projects
 - Studio Projects and Exercises
 - Fashion Show and Evaluations
 - Sample Sets and Projects
 - Theme Plans and Units
 - Resource and Picture Files
 - Developmentally Appropriate Activities
 - Heredity and Genealogy Charts
 - Cost of Raising a Child and Think It Over Baby Projects
 - Field Trip Observations and Evaluations
 - Complete Curriculum and Business Plans
 - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data

The Program goals are written and tested by the instructors using the evaluation tools to determine that the students are meeting the course requirements. The students are being prepared for a variety of careers and will work in various industries and professions. The students must meet the business and industry standards to obtain employment. The employment success of the students verifies that the needs of business and industry are being met by the course requirements.

- c) Indicate how the mastery of essential skills is integrated into the departmental assessment plan and how student achievement is being measured.
- During the internships, the students are evaluated by the University Professor and the Business and Industry Supervisors. The University Professor will also make on-site observations of the students. The students apply their theory and practical methods in actual settings.
- d) Provide information on how assessment data is used to improve program quality.
- The Program is continuously reviewed and evaluated to meet ever-changing work force needs. The current research findings are applied to the curriculum, courses, and Program needs.
- e) As appropriate, provide information on a quantitatively based means of

assessing the knowledge and skills of graduates against a national benchmark or a benchmark established by the institution.

7. Previous Reviews:

This Program has been reviewed in theory as a solid program with outstanding state-of-the-art facilities. The goal for this program is to maintain a high degree of quality in the curriculum, the graduates, and the faculty. The enrollment for this program continues to change because the specializations continue to meet new needs of the society. The program reflects the interest and intent of the students to obtain a Bachelor of Science Degree in their chosen discipline. Since the seamless tracks were created, many students remain at Fairmont State University and finish their education. The faculty and administration actively recruit students from the Associate of Applied Science Degree for the Bachelor of Science Degree. The students have identified the importance and worth in the continuation of their studies. Many of the students are now pursuing advanced degrees which would have never contemplated such an endeavor and would have stopped their educational life at the associate level. This multi-educational discipline degree has opened educational, employment, and personal avenues of achievement for our students.

8. Advisory Committees:

The Bachelor of Sciences in Family and Consumer Sciences does not have an Advisory Committee. Because four of the specializations for this Degree are products of an Associate Degree, advisory committees do exist at this level. The Bachelor of Science Degree Program does not have an established advisory committee.

9. Strengths/Weaknesses:

The greatest strengths of this Program are the quality of the faculty, instruction and current relevant courses addressing the needs of the family and work force issues facing families today are addressed from a presentation perspective. Family and Consumer Sciences works with families to prevent issues from becoming a crisis. The approach to strengthen families appeals to students who want to make a difference in society. This Program offers opportunities to learn to work with youth on programs for teen pregnancy, drug and child abuse, childhood and teen obesity, and personal financial management, to mention a few. The formulation of the five Specializations has contributed to the quality of the Program. The students are given the opportunity to make a difference in their chosen discipline. The students are given the opportunity to make a difference in their chosen discipline. The influence that the graduates have on families because of their career as well as their contribution to the work force is great. The graduates have an impact on a large portion of a family's life. The strength of Family and Consumer Sciences lies in the content and the contribution of the graduates to society.

Because student enrollment fluctuates and the specializations vary in popularity, the courses are offered on an enrollment generated need but are all offered at least once a year. The close supervision and advising of students by the faculty has assisted in the planning of courses to meet the student's graduation needs. With the increase in the number of majors in the specializations, the course offerings are becoming more stable. Attracting students has always been a problem but once the students discover this field, they become involved and highly motivated. Once the students discover the extensive choice of career options and the vast work force needs of the society, they become aware that the sky is the limit as to their career choices. Because the Hospitality and Restaurant Management Specialization has been and needs the Hotel Management training to emphasis the business side to a greater degree, this specialization will graduate the remaining students and then no longer be offered as a specialization to the Bachelor of Science Degree for Family and Consumer Sciences. This recommendation reflects the needs, requirements, and requests of business and industry. This specialization will be located within the School of Business.

B. Viability

1. Off-Campus Classes:

All the courses that have been offered at satellite centers are those courses that are offered by the Community and Technical College. A variety of associate level courses are also offered at the Caperton Center. These courses are entry-level courses for the associate levels which have an impact on the student's ability to advance into the Bachelor of Science Degree in Family and Consumer Sciences. All courses required exclusively for the Bachelor of Science Degree are only offered at the main campus for Fairmont State University.

2. Service Courses:

Family and Consumer Sciences has two courses that serve students from other majors (FACS 3315 Management of the Family and FACS 3335 Parenting). These two courses have been identified to meet the Liberal Studies graduation requirement for Writing Intensive Course (WIC).

3. Articulation Agreements:

The Family and Consumer Sciences Department does have articulation (2+2) agreements with the Community and Technical College and more specifically the School of Human Services. These agreements are in the form of Associate Degree Program requirements that transfer to Fairmont State University as approximately one-half of the Bachelor of Science Degree in Family and Consumer Sciences Specializations (Child Development, Fashion Merchandising, Hospitality and Restaurant Management, and Interior Design).

4. Course Enrollment:

All courses for each specialization that are upper level and either taught or are FACS courses are listed in Appendix V.

5. Enrollment:

The enrollment for the past five years has been identified as to the majors and the graduates. The course enrollments include students with majors from a variety of degrees such as Education, Psychology, Sociology, Business, Architecture, as well as the Associate and Bachelor Degree students in Family and Consumer Sciences (See Appendix VI).

6. Enrollment Projections:

Enrollment in the Family and Consumer Sciences Bachelor of Science Degree has increased. Because of the facilities and specializations, the major has become increasingly more attractive to students. The intent is to continue to meet the students' needs as well as that of the work force, by offering majors that are appealing to both. It is apparent in the increase in enrollment in courses, number of majors and in the graduates that Family and Consumer Sciences are successfully meeting the needs of their students and potential employers.

7. Cost Per Student Credit Hour:

The Bachelor of Science Degree in Family and Consumer Sciences does reflect the increase in majors and graduates. The students at the associate level continue to show an interest in continuing their education at the Bachelor's degree level. The majors and graduates show a continual increase in enrollment. It is a Degree that shows it is meeting the needs of students and employers. The Family and Consumer Sciences faculty will continue to review and evaluate this Degree so as to keep track of the cost of this Program.

C. Necessity:

1. Job Placement:

The placement of the Family and Consumer Sciences Bachelor of Science Degree graduates are very high. The graduates either continue in Family and Consumer Sciences Education to obtain teaching credentials or obtain jobs in business and industry and start their careers. The versatility of the graduates allows them to work in a variety of jobs in all of the Family and Consumer Sciences discipline areas and at a variety of levels of employment. The specializations do provide additional employment options for the graduates. The expansion of the work force options has given the graduates an endless array of career possibilities. Many times, the graduates will continue their education by pursuing a Master's Degree in either Teacher Education, Family and Consumer Sciences, or in an area of study from their specialization. If the employment rate increases or decreases or industry locates or leaves the region, the employment picture for Family and Consumer Sciences could change. Fairmont State University is the only institution in West Virginia granting a Bachelor of Science in Family and Consumer Sciences. Fairmont State University is also the only University that has the four specializations built into the Associate of Applied Science Degrees. These specializations have expanded the employability of the graduates providing a wide choice of career opportunities. Because of the necessity to train and educate future employees as Family and Consumer Specialists, it is of great importance to continue this degree which serves a particular clientele. Four Universities in the state of West Virginia including Fairmont State University, grant majors related to Family and Consumer Sciences.

2. Similar Programs:

There are no Family and Consumer Sciences Bachelor of Science Degree Programs, with Associate of Applied Science Degree options within a 50 mile radius. There is not a Family and Consumer Sciences Bachelor of Science Degree Specialist in the state of West Virginia.

D. Consistency with Mission:

Through the Family and Consumer Sciences Department in the School of Education, the University conducts programs in the area of career and technical education and grants a Bachelor of Science Degree in Family and Consumer Sciences. The Bachelor of Science Degree program is a strong supporting degree that contributes to the mission of Fairmont State University.

The Bachelor of Science in Family and Consumer Sciences is a study of five specializations in Family and Consumer Sciences. The students will study Clothing and Textiles, Foods and Nutrition, Human Development of the Family, Management and Consumer Economics, and Housing and Home Furnishings. Additional components of this Degree are the Associate of Applied Science Degrees located in the Community and Technical College that feed into the Bachelor of Science Specializations. These areas of study at the Community and Technical College is Applied Design- Fashion or Interior Options, Early Childhood Education, and Food Service Management. The students will also study Liberal Studies that includes English, Speech, Mathematics, Information Systems, Scientific Discovery, Artistic/Creative Expression and interdisciplinary/Advanced Studies, Society/Human Interactions, Culture/Civilization Exploration, Writing Intensive Course (WIC), General Electives, and Free Electives. This program provides a valuable service directly to the North Central West Virginia area and indirectly to the entire state of West Virginia.

The strong support of the specializations by the associate level contribute to the strength of the Degree. The courses that are required for the Family and Consumer Sciences are cross linked to the requirements for teacher education and the associate degree. Because the degrees, the courses, and the students are integrated, the Bachelor of Science Degree is a program that influences Family and Consumer Sciences in a subtle way.

The Bachelor of Science Degree serves the community with a needed, desirable, and cost efficient program. Several courses are taught in the evening which helps accommodate the nontraditional learner. The Bachelor of Science Degree is an integral part of the Department's, the School's, and the University's mission to provide education that meets the needs of the community, business, and industry. The Bachelor of Science Degree produces employees for the worlds of education, businesses, industry, and the community at large. The graduates from the Bachelor of Science Degree in Family and Consumer Sciences will work in a supervisory, executive, or administrative position. This

Degree helps to provide the families of today with a healthy life style to assist in the development of the individual, family, and community of the future.

APPENDIX I

BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES

128 sem. hrs.

Family & Consumer Sciences Specialist	48 sem. hrs.
Liberal Studies Requirements	45 sem. hrs.
Free Electives/Minor	35 sem. hrs.
<u>Family & Consumer Sciences Specialist</u>	<u>128 sem. hrs.</u>
Required Courses	48 sem. hrs.
APPD 1101 Principles of Clothing Construction	3
APPD 1103 Clothing and Culture	3
APPD 2210 Textiles	3
APPD 2250 Design in Home Furnishings	3
EC 2240 Intro to Infant/Toddler Development	3
FACS 3310 Family Life Education	3
FACS 3312 Consumer Economics	3
FACS 3315 Management of the Family	3
FACS 3318 Management Problems of the Family	3
FACS 3320 Housing in Society	3
FACS 3330 Intro to Preschooler Development	3
FACS 3331 Adolescent Development	3
FACS 4400 Senior Seminar I	1
FACS 4401 Senior Seminar II	1
FOSM 1110 Nutrition	3
FOSM 2201 Principles of Food Selection & Prep.	3
FOSM 2202 Principles of Quantity Food Prod.	3
FOSM 2203 Principles of Food Sel. & Prep. Lab	1
FOSM 2204 Principles of Quantity Food Prod. Lab	1
Electives/Minor	35

BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES

128 sem. hrs.

AAS Degree, Early Childhood	64 sem. hrs.
Child Development Specialization	32 sem. hrs.
Liberal Studies Requirements	32 sem. hrs.
<u>Child Development Specialization</u>	<u>32 sem. hrs.</u>
FACS 3315 Management of the Family	3
FACS 3335 Parenting	3
FACS 3383 Social & Emotional Develop of Child	3
FACS 4400 Senior Seminar I	1
FACS 4401 Senior Seminar II	1
FACS 4492 Child Development Internship	4
RELATED FIELD FREE ELECTIVES	17

BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES	128 sem. hrs.
AAS Degree, Applied Design	64 sem. hrs.
Fashion Merchandising Specialization	35 sem. hrs.
Liberal Studies Requirements	29 sem. hrs.
<u>Fashion Merchandising Specialization</u>	<u>35 sem. hrs.</u>
APPD 3375 Professional Pract in Applied Design	4
BUSN 3320 International Business	3
ECON 2201 Economic Principles and Problems I	3
FACS 4400 Senior Seminar I	1
FACS 4401 Senior Seminar II	1
MGMT 3308 Human Resource Management	3
MKGT 2204 Principles of Marketing	3
MKGT 2205 Salesmanship & Sales Management	3
MKGT 3305 Distribution & Logistics Management	3
MKGT 3320 Advertising & Sales Promotion	3
RELATED FIELD FREE ELECTIVES	8

BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES	128 sem. hrs.
AAS Degree, Food Service Management	64 sem. hrs.
Hospitality & Rest Man Specialization	35 sem. hrs.
Liberal Studies Requirements	29 sem. hrs.
<u>Hospitality & Restaurant Man Specialization</u>	<u>35 sem. hrs.</u>
BUSN 3306 Business Law I	3
BUSN 3320 International Business	3
FACS 4400 Senior Seminar I	1
FACS 4401 Senior Seminar II	1
FOSM 3323 Advanced Quantity Foods	3
FOSM 3328 Food Purch/Menu Plan/Cost Controls	3
MGMT 3308 Human Resource Management	3
RELATED FIELD FREE ELECTIVES	8

BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES	128 sem. hrs.
AAS Degree, Applied Design	64 sem. hrs.
Interior Design Specialization	35 sem. hrs.
Liberal Studies Requirements	29 sem. hrs.
<u>Interior Design Specialization</u>	<u>35 sem. hrs.</u>
APPD 3375 Professional Pract in Applied Design	4
ARCH 1160 Architectural History II	3
ARCH 2200 Graphics	3
ARCH 2210 Design I	4
ARCH 2250 Design II	4
ARCH or DRAF Elective	3
FACS 3320 Housing in Society	3
FACS 4400 Senior Seminar I	1
FACS 4401 Senior Seminar II	1
RELATED FIELD FREE ELECTIVES	9

APPENDIX II

VITA

Name: Dr. Judith Rae Kreutzer

Rank: Professor and Director of Family and Consumer Sciences

Full-Time: X Part-Time:

Highest Degree Earned: ED.D.

Conferred by: The Pennsylvania State University

Date Degree Received: 1984

Area of Specialization: Family and Consumer Sciences (FACS), FACS Teacher Education
Child Development, Management, Parenting

Years of Employment at Present Institution: 23

Years of Experience in the Profession: 36

<u>Subjects Taught:</u>	Parenting	Consumer Economics
	Intro to Preschooler Develop	Infant/Toddler Development
	Social/Emot Develop Children	Child Development Problems
	Management of the Family	Manage Problems of Family
	Family Life Education	Adolescent Development
	Senior Seminar I	Senior Seminar II
	Prof Practice of AD	Child Development Internship
	Advanced Quantity Foods	FPMPC Internship
	Food Laboratory	Method/Materials for FACS Teachers

Employment Experience:

Fairmont State University	Director, Family and Consumer Sciences Advisor for BS in Family and Consumer Sciences Advisor for BA in Education for 5-Adult Teacher Education FACS Advisor for FACS Honorary Society Advisor for FACS Association Supervisor for FACS Student Teachers, Clinical Experiences, Child/Fashion/Hospitality/Interior Internships
Indiana University of PA	Instructor/Field Resource Person – Vocation Personal Preparation 1980-1983
John Hersey High School	Coordinator and Teacher for Home Economics 1969-1976

Professional Affiliations:

American Association of Family and Consumer Sciences (AAFCS)
Association for Career and Technical Education (ACTE)
National Association for the Education of Young Children (NAEYC)
Association for Childhood Education Association (ACEI)
National Association for the Teacher Educators in Family and Consumer Sciences
(NATEFACS)
National Council for Family Relations (NCFR)
Council of Administrators of Family and Consumer Sciences (CAFCS)
Family and Consumer Sciences Education Association (FCSEA)

Honors:

Outstanding FACS Division Contributions Award for ACTE 2003
Excellence in Advising – Fairmont State College – 1995, 1996
Distinguished Alumni Award – University of Wisconsin-Stout – 1994
Outstanding Faculty Achievement – Fairmont State College – 1993

Presentations and Publications:

Published in journals and yearbooks as well as published a monograph.
Presented at local, state, and national meetings, workshops, and conferences.

APPENDIX II
VITA
Heather Casdorph

661 George Street.

304/906-9472

Morgantown, WV 26505

E-mail:

hcasdorph1@fairmontstate.edu

Objective: Assistant Professor of Interior Design

3 years Interior Design based experience in professional setting; 5 semesters with 46 credit hours of classroom instruction.

Bachelor of Science in Interior Design

Master of Arts in Education

Classroom Teaching Experience

- ◆ Instructional experience in classroom setting at Fairmont State Technical and Community College (Jan 2004 – June 2006).
- ◆ Areas of emphasis include: residential design, commercial design, history of furniture, design and home furnishings, lighting design, perspective drawings, drafting techniques, kitchen and bath design, design theory and concepts.
- ◆ Classroom instruction based upon studio work, and residential and commercial projects focusing on space planning and design theory with oral presentation.
- ◆ Instruction techniques include discussion, power point lecture, completion of studio work, application of lecture material.

American Society of Interior Design (ASID) Faculty Leadership

- ◆ Faculty advisor of ASID, Fairmont State Chapter (September 2004- July 2006)
- ◆ Directed complete design of folk life arts center at Fairmont State University
- ◆ Directed complete residential design in Baltimore, MD area for client including working drawings and presentation
- ◆ Accompanied students on color consultation

Personal Summary

- ◆ Possess integrity and honesty and ability to communicate effectively with client, students, and faculty members.

Professional Experience

◆ **FREE LANCE DESIGN 2005-2006**

Work included all aspects of design; commercial, residential, kitchen and bath

◆ **GENERAL GLASS HOME CENTER, Morgantown, WV 2003-2005**

Worked one-on-one with clients to develop specialized design applying design theory and techniques. Design process included initial meeting, client design, presentation, and project management. Design focus mainly upon kitchen and bath design

◆ **CREATIVE KITCHENS, Charleston, West Virginia 2002 –2003**

Worked one-on-one with clients to develop specialized design applying design theory and techniques. Design process included initial meeting, client design, presentation, and project management. Design focus mainly upon kitchen and bath design

Education

Masters of Arts in Education – 2006 - G.P.A. 3.8

Fairmont State University, Fairmont, West Virginia

Bachelor of Science – Interior Design – 2002

West Virginia University, Morgantown, West Virginia

**APPENDIX II
VITA**

Name Nancy Jane Cheshire Rank Associate Professor

Check One: Full-time x Part-time Adjunct Graduate Asst.

Highest Degree Earned Master of Education Date Degree Received 1992

Conferred by West Virginia Wesleyan College

Area of Specialization Early Childhood Education

Professional registration/licensure Years of employment at present institution 8

Years of employment in higher education 5/Adjunct Years of related experience outside

Non-teaching experience 3 higher education 15

(A) List courses taught this year and last year.

Year/Semester	Course Number & Title	Enrollment
Fall 2005	EC 1130-01, Foundations of Early Childhood	27
Fall 2005	EC 1130-02, Foundations of Early Childhood	19
Fall 2005	EC 2240, Infant & Toddler Development	31
Fall 2005	EC 2283, Cognitive Development	34
Spring 2005	EC 1107-01, EC Curriculum	20
Spring 2005	EC 2206, The Child in the Family	30
Spring 2005	EC 1130, Foundations of Early Childhood	21
Spring 2005	EC 1107-02, EC Curriculum	21
Fall 2004	EC 1130, Foundations of Early Childhood	32
Fall 2004	EC 1106, Health & Safety in EC Programs	20
Fall 2004	EC 2240, Infant and Toddler Development	33
Fall 2004	EC courses arranged	7
Summer 2004	EC 2240, Infant and Toddler Development	18
Summer 2004	EC 2283, Cognitive Development	22
Spring 2003	EC 1107, EC Curriculum	30
Spring 2003	EC 2283, Cognitive Development	23
Spring 2003	EC 2262, Practicum II	20

C. Identify your professional development activities during the past five years.

2005	Harvard University Graduate Seminar, AThe Institute for Child Care Design: Child Development Centers for the 21 st Century, Cambridge, Massachusetts.
2005	WV Vision Shared Two-Day Seminar, AEarly Childhood Education and Economic Development Policy Forum@, Charleston, WV
2005	Southern Early Childhood Association Conference, Dallas, Texas
2005	West Virginia Early Childhood Celebrating Connections Conference, Charleston, WV
2005	Marion County Child Care Association Conference, Fairmont, WV
2004	Southern Early Childhood Association Conference, Daytona Beach, FL
2004	West Virginia Community College Association, Stonewall Jackson Resort
2004	Community College League for Innovations Conference, San Francisco, CA
2003	Instructor=s Update, West Virginia Apprenticeship for Child Development Specialist
2003	Southern Early Childhood Association Conference, Birmingham, AL
2002	New Curriculum Training for WV Apprenticeship for Child Development Specialist
2002	West Virginia Association for Young Children Regional Conference, Concord College
2001	West Virginia University graduate level course in Higher Education Curriculum

2001 West Virginia Association for Young Children State Conference, Parkersburg, WV.

D. List awards/honors, including invitations to speak in your area of expertise.

- 2000-2005 Represented West Virginia on the Southern Early Childhood Association Board of Directors
2005 Nominated by Fairmont State Community and Technical College for West Virginia Merit Professor of the Year.
2005 Inducted into Kappa Omicron Nu National Home Economics Honor Society at West Virginia University
2005 Requested by WV Department of Health and Human Resources to develop and present two sessions of a two-day workshop for educational trainers from Resource and Referral agencies from around the state on Infant and Toddler Care and Education.
2005 Invited to present a three hour workshop at West Virginia Early Childhood Celebrating Connections Conference, Charleston, WV on Infant and Toddler Care
2005 Invited to present a pre-conference half-day workshop at the Southern Early Childhood Association Conference, AHand to Hand and Heart to Heart: Quality Infant & Toddler Care
2004 Keynote speaker at Washington State Community College Early Childhood Conference, Marietta, Ohio
2003 Featured speaker at Marion County Apprenticeship for Child Development Specialist Graduation, Fairmont, WV
2002 Presented the Apprenticeship for Child Development Specialist Journeyperson Seminar, APlay Together, Learn Together, Flatwoods, WV.

Additional workshops presented during the past five years for West Virginia Association for Young Children, Huntington Area Early Childhood Conference, NCWVCAA Head Start Pre-Service Training, Upshur County Head Start Pre-Service Training, and roundtable presentations at the West Virginia Community College Association Meeting and Community College League for Innovations Conference.

E. Indicate any other activities which have contributed to effective teaching.

Attending Fairmont State professional development events prior to the start of classes.

F. List professional books/papers published during the last five years.

- 2005 United Methodist Publishing House, writing team for AExploring Faith@, United Methodist Preschool Curriculum for Winter Quarter 2005-2006
2005 ALearning to Care and Share Through Community Service@, *West Virginia Early Childhood Provider Quarterly*, Winter 2005.
2005 Southern Early Childhood Association Reporter, *Thank You, Thank You: A Letter to All Infant and Toddler Teachers and Caregivers*.
2004 Co-authored AJoin the Global Family@ a curriculum resource guide developed by Southern Early Childhood Association for use with Heifer International Projects
2002 AGiving the Gift of Play@, *West Virginia Early Childhood Provider Quarterly*, Spring 2002
2002 AHeart to Heart: Building Nurturing, Responsive Relationships with Infants and Toddlers@, *Focus, the Journal of the West Virginia Association for Young Children*.
2001 APreschool: Developing Skills@, *West Virginia Early Childhood Provider Quarterly*, Fall 2001.

G. List externally funded research during last five years. None

**APPENDIX II
VITA**

|
BRIAN A. FLOYD, CEC

bfloyd@fairmontstate.edu

7 Club Crest Road

(H) 304.363.5222

Fairmont, WV 26554

(M) 304.677.9135

Education

2007 Marshall University Graduate College
Leadership in Higher Education
27 of 36 credits completed toward Master's

1995 The Greenbrier Apprenticeship
White Sulphur Springs, WV

1993 West Virginia University
BS Business Administration
Human Resource Management
AACSB Accredited

Experience

2005-Present Coordinator Culinary Arts and
Pastry & Baking Arts
Pierpont Community & Technical College

2001-2005 Chef-Instructor
Fairmont State Community & Technical College

1999-2001 Owner, Creative Gourmet, llc
Full Service Catering Company
Owner, Simply Elegant Sculptured Ice

1997-2000 Adjunct Faculty
Fairmont State College

1996-1999 Manager & Executive Chef
The Fairmont Field Club
Managed 35 employees/

Annual F&B sales of \$500,000

1995-96 Rounds Chef
The Greenbrier
LaVarenne Cooking School
and Tavern Room Chef

Certifications

ACF Certified Executive Chef
ServSafe Certified
ACF Approved Practical Test Examiner

Awards

1995 ACF Gold Medal & two Silver Medals
2004-05 The Harold & Roselyn Williamson Straight
Faculty Development Award
2006 WV ACF Chef of the Year

Organizations

Past President The Rotary Club of Fairmont
2003 Rotarian of the Year
Board Member, Bridges International
Chairman, Central United Methodist Church PPRC
American Culinary Federation
National Restaurant Association
National Ice Carving

APPENDIX II VITA

Pamela C. Hamilton

Route 4, Box 136A

Grafton, WV 26354

W:304-367-4297 H: 304-265-4014

p.hamilton@fairmontstate.edu

Rank

Associate Professor/Program Coordinator – Food Service Management Programs

Fairmont State Community & Technical College – School of Health & Human Services

Executive Director – West Virginia Child Nutrition Center

Years of Employment at Present Institution: 11 (4.5 years full-time/6.5 years part-time)

Years of Experience in the Profession: 15

Areas of Specialization

- ◆ Human Nutrition & Foods
- ◆ Food Service Management
- ◆ Family & Consumer Sciences Education

Summary of Job Skills

- ◆ Trained in the scientific study of nutrition and biochemical processes
- ◆ Ability to communicate effectively in writing, oral presentation and on a person to person basis
- ◆ Strong organizational skills
- ◆ Experienced in personnel management
- ◆ Experienced in program budget management
- ◆ Experienced in grant coordination
- ◆ Experienced in instruction of higher education nutrition and food service management coursework
- ◆ Experienced in instruction of middle school Family & Consumer Sciences (Grades 5-8) and Occupational Food Service Management (Grades 11-adult)

Education

West Virginia University – Morgantown, WV – May 2001

MS Family & Consumer Sciences

Concentration: Human Nutrition & Foods GPA – 3.70

Research: *Nutrient Content of School Lunches and Packed Lunches as Consumed by Elementary School Students*

WVU Dietetic Internship – Morgantown, WV – Date of Completion (12/10/00)

A nine month supervised practice program consisting of 976 hours in the following dietetic practice areas: Clinical (320 hrs.), Institutional and Retail Food Service (264 hrs.), Research Practices (80 hrs.), Nutrition & Developmental Disabilities (80 hrs.), Child Nutrition Services, Extended Care, and WIC (40 hrs. each), Extension Services (24 hrs.), Sports Nutrition (24 hrs.), Nutrition Education and Senior Nutrition (20 hrs. each), Community

Nutrition Services (24 hrs.).

Fairmont State College – Fairmont, WV – December, 1997

BA Vocational Home Economics (Family & Consumer Sciences) Education – Grades 5-12
GPA – 3.40 CUM LAUDE

Marshall University & West Virginia University – Huntington, WV & Morgantown, WV

August 1990 – May 1995 21+ Hours

Family & Consumer Sciences/Nutrition Related Coursework for recertification
of WV Teaching Certificate.

Certifications/Licensure

RD (Registered Dietitian – American Dietetic Association)

Certification Period: June 12, 2001 – May 31, 2007

LD (Licensed Dietitian – West Virginia Board of Licensed Dietitians)

Licensure Period: June 30, 2003 – June 30, 2006

West Virginia State Teaching Certification – (West Virginia Department of Education)

Status: Professional

Professional Experience

Associate Professor/Program Coordinator – [Fairmont State Community & Technical College](#),

Executive Director – [West Virginia Child Nutrition Center](#), Fairmont, WV □ August, 2003 –

Present

- ◆ Advisor for Food Service Management AAS and BS Degree Programs
- ◆ Curriculum Development for AAS Degree Programs
- ◆ Coordinator for training and grants awarded to the West Virginia Child Nutrition Center
- ◆ Coordinator for statewide nutrition & physical activity symposium *Nutrition...The Next Generation III* – Summer 2004
- ◆ Courses of Instruction:
 - FOSM 1110 – Nutrition
 - FOSM 1120 – Nutrition in Childhood & Adolescence
 - FOSM 2200 – Introduction to Foods
 - FOSM 2201 – Principles of Food Selection & Preparation
 - FOSM 2202 – Principles of Quantity Food Production
 - FOSM 2220 – Diet Therapy

Assistant Professor – [Fairmont State Community & Technical College](#)

Executive Director – [West Virginia Child Nutrition Center](#), Fairmont, WV □ August, 2001 – 2003

- ◆ Advisor for Food Service Management AAS Degree Programs
- ◆ Curriculum Development for AAS Degree Programs
- ◆ Coordinator for training and grants awarded to the West Virginia Child Nutrition Center
- ◆ Courses of Instruction:
 - FOSM 1110 – Nutrition
 - FOSM 2201 – Principles of Food Selection & Preparation
 - FOSM 2202 – Principles of Quantity Food Production
 - FOSM 2220 – Diet Therapy

Adjunct Instructor – [Fairmont State College](#), Fairmont, WV □ August 1994 – May 2000

- ◆ Courses of Instruction:

FSM 110 – Nutrition
FSM 220 – Diet Therapy
FSM 221 – Food Service Equipment
FSM 223 – Quantity Foods
FSM 323 – Advanced Quantity Foods
FCS 299 – Food Safety & Sanitation

Graduate Assistant – [Fairmont State College](#), Fairmont, WV □ August 1996 – August 1998

- ◆ Assistant Director of the West Virginia Child Nutrition Center
- ◆ Establish Advisory Board of Directors for the Center
- ◆ Responsible for development, distribution, and data analysis of training needs assessment survey for West Virginia School Food Service Directors and Cooks
- ◆ Active planning committee member for the 1998 and 2001 education symposiums “Nutrition...the Next Generation” and Nutrition...the Next Generation II”
- ◆ Responsible for newsletter updates from the WVCNC for the West Virginia School Food Service Association’s quarterly publication “The Lunch-line”

Consultant and Instructor for School Food Service Training – [Grafton, WV](#) □ 1996 – 2001

- ◆ Instruction for school food service personnel including three-day pre-service training for substitute cooks, individualized on-site county instruction in menu preparation, portion control, weights and measures, bread making, equipment operation, safety and sanitation, and HACCP training.
- ◆ Contract work encompassed the following county child nutrition programs: Monongalia, Harrison, Doddridge, Preston, Taylor, Marion, Wetzel, Ritchie, Wood Counties
- ◆ Conducted a training session entitled “Innovative Ways to Teach Nutrition”, a professional development training for Health and Physical Education Instructors within RESA VII

Marion County Board of Education – [Fairmont, WV](#) □ August 1990 – August 1994

- ◆ Full-time teacher in Occupational and Middle School Family & Consumer Sciences Education.
- ◆ Assignments included:
 - Middle School Home Economics (Rivesville Middle School – 1989-90)
 - Pilot Instructor for the Occupational Food Service Management Programs (Marion County Technical Center – 1990-94), a program designed to service special needs students but included both adult and regular education students.

Professional Memberships

Phi Upsilon Omicron, Family & Consumer Sciences Honorary, WVU Lambda Chapter
(1998-present)

American Dietetics Association (1998-present)

West Virginia Dietetics Association (1998-present)

American Nutrition Association/Previously American School Food Service Association
(1997-present)

West Virginia School Nutrition Association/Previously the West Virginia School Food Service Association (1997-present)

Fairmont State Family & Consumer Sciences Honorary (1987-present)

American Family & Consumer Sciences Association (1986-1995, 1999-2000)

West Virginia Family & Consumer Sciences Association (1986-1995, 1999-2000)

American Vocational Association (1989-92)
West Virginia Vocational Association (1989-92)

Professional Activities

West Virginia Dietetic Association – PR/Media Chair (2005-present)
West Virginia Action for Healthy Kids – Co-chair (2003-present)
Advisory Council – Marion County Schools Child Nutrition Program (1998)
Advisory Council – Marion County Technical Center (1997- present)
Advisory Council – West Virginia School Nutrition Association (1997-present)

Additional Professional Activities

Scholarships, Awards, and Honors

ADA G. Jane Hartman Scholarship, 2000/2001

Awarded to a member of the American Dietetic Association who is enrolled in a dietetic internship that is combined with a graduate program.

ASFSA Professional Growth Scholarship, 2000/2001

Awarded annually to active American School Food Service Association members who are seeking graduate degrees in a food service or child nutrition-related field.

WVHEA Teacher of the Year, 1992

Awarded annually by the West Virginia Family & Consumer Sciences Association to recognize innovation and excellence in teaching.

Marion County ARC Teacher of the Year, 1992

Awarded annually by the Marion County Association for Special Citizens in recognition of an instructor work with special needs students.

Instructor for WVVA Occupational Program of the Year, 1992

Awarded annually by the West Virginia Association of Career & Technical Education in recognition of an innovative occupational teaching program.

Training Opportunities

ADA 2005 Media Training – Washington, DC - 2005

A two-day training session for state media representatives on how to work with the media and best represent the mission and goals of the American Dietetic Association and its affiliates.

Introduction to WebCT 3.5 – High Tech Consortium, Fairmont, WV - 2001

A two-day training on WebCT basic operation and course design.

West Virginia Culinary Academy – The Greenbrier, White Sulphur Springs, WV - 1995

A one-week continuing education course providing instructional materials and training in Culinary Arts.

Culinary Update – Johnson & Wales University, Charleston, SC - 1992

A one-week course in Culinary Arts for West Virginia Food Service Instructors providing continuing education credits and three hours college credit toward recertification.

ServSafe Certification Course – West Virginia University Dining Services, Morgantown, WV - 2000

National Restaurant Association Certification in Food Safety & Sanitation.
Fairmont, WV 26554 304-367-4271

Community and Technical College 2001-2005

- President of Faculty Assembly, 2004-2005
- Board of Governors representative for Faculty Assembly, 2004-05.
- Strategic Planning – Partnership Sub-committee, 2005
- Faculty Merit Evaluation Committee, 2003-05

STATEWIDE COMMITTEE INVOLVEMENT

- Para Professional in Education State-wide Curriculum Task Force, 2003-04
- North Central West Virginia Tech-Prep Consortium, 1999-2003
- Impact 2000, Infusing Disability Issues in the Higher Education Curriculum, Teaching/Learning Team, Fairmont State College faculty representative, 1999-00
- Council of Presidents' Consortia, Distance Learning Committee, 1995-96.

AWARDS AND HONORS

“Outstanding Faculty in West Virginia Higher Education”, award. West Virginia Family and Consumer Sciences Association, 1998.

“Faculty Recognition Award” for Outstanding Achievement, Fairmont State College, 1995.

Invitation to present dissertation research at the International Consumer Studies Research Conference, Sheffield, England, July 19-25, 1994.

"Outstanding Dissertation Award", 1994. American Association of Family and Consumer Sciences, recipient and speaker at the Annual AAFCS conference in San Diego, CA, June 20, 1994.

"Julia I. Dalrymple Research Award", College of Human Ecology, The Ohio State University, May 1993.

PUBLICATIONS

Conaway, J. and Thorne, B. (1992). Transfer Credit Guide, Fairmont State College, Office of Admissions.

Cumming, N. and Thorne, B. (1995). "*Gender Equity Competencies in Ohio*", Equity in Education. May 1995.

"*Energy Learning Modules*." (1979). Co-author and consultant. West Virginia University.

"*Forum Plus*." (1979). Consumer Action Activities, J C Penny Consumer Affairs Division. Co-author and Consultant.

Newcome, B. and Nesselroad, J. (2000) Co-author. Fairmont State College historical bags collection. Appendix D. Valentine, F. Echoes from the Hills, West Virginia quilts and quilt making. Ohio Press, Athens, OH.

Thorne, B. (1993). *Administrator and Faculty Perceptions of the Status of Computer Integration into Family and Consumer Education*. The Ohio State University, Dissertation.

Thorne, B. (1994). *Administrator and Faculty Perceptions of the Status of Computer Integration into Family and Consumer Education*. International Consumer Studies Research Conference. Annual meeting proceedings.

Thorne, B. (1993). *Cotton Bagging: A recycled textile of the past*. International Textiles and Apparel Association, Annual meeting proceedings, Columbus, OH.

Numerous Public Presentation, both locally and nationally.

Many Research and curriculum presentations, at state and national conferences.

Other Professional Initiatives

- **Developed new degree and certificates for Folklife Studies, 2005**
- **Developed new degree and certificates for Para Education, 2004**

APPENDIX II

VITA

Name Bethanie Morris Stiles Rank Assistant Professor

Check One: Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Master of Education Date Degree Received May 2005

Conferred by West Virginia University

Area of Specialization Family & Consumer Sciences-Child Development & Family Studies

Professional registration/licensure Yes Years of employment at present institution 0

Years of employment in higher education 0 Years of related experience outside

Non-teaching experience 0 higher education 4

(A) List courses taught this year and last year.

Year/Semester	Course Number & Title	Enrollment
Fall 2005	EC 2240, Infant & Toddler Development	27
Fall 2005	EC 1106-01 Health & Safety for EC Programs	30
Fall 2005	EC 1106-02 Health & Safety for EC Programs	21
Fall 2005	EC 2232-01 Early Childhood Practicum I	23
Fall 2005	EC 2232-Labs for Early Childhood Practicum I	23
Spring 2006	EC 1105-01 Development of Young Children	22
Spring 2006	EC 1106-02 Development of Young Children	27
Spring 2006	EC 1107-02 EC Curriculum (Co-Teach 40%)	21
Spring 2006	EC 1130-01 Foundations of EC (Co-Teach 50%)	23
Spring 2006	EC 2206-01 The Child in the Family	34
Spring 2006	EC 1199-02 Special Topics Early Childhood	6

(B) If degree is not in area of current assignment, explain:

N/A

c. *Identify your professional development activities during the past five years.*

August 2005-current:

West Virginia Association for Young Children State Conference at West Virginia Wesleyan College

Celebrating Connections Early Childhood Conference, Charleston, WV

d. *List awards/honors (including invitations to speaking your area of expertise) or special recognition in last five years.*

N/A 1st year college teaching

e. *Indicate any other activities which have contributed to effective teaching.*

Fall semester - field experience in the Laboratory Preschool

Spring semester - book discussion with fellow faculty members regarding student experiences and our roles

Orientation program designed for 1st year professors

f. *List professional books/papers published during the last five years.*

N/A 1st year college teaching

g. *List externally funded research grants and contracts during the last five years.*

N/A 1st year college teaching

APPENDIX V

<u>YEARS</u>	<u>MAJORS</u>	<u>GRADUATES</u>
2002	63	14
2003	53	16
2004	58	16
2005	46	18
2006	42	25

APPENDIX VI

FAMILY AND CONSUMER SCIENCES

		<u>Core</u>	<u>Hours</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>
		<i>Family and Consumer Sciences Specialist</i>						
				2002	2003	2004	2005	2006
FACS	3310	Family Life Education	3	17/	19/	17/	18/	14/1
FACS	3312	Consumer Economics	3	/20	/18	/19	/22	/18
FACS	3315	Management of the Family	3	20/	25/10	17/	18/	24/
FACS	3318	Manage Problems/Family	3	/10	/17	/19	/21	/17
FACS	3320	Housing in Society	3	18/	15/	21/	13/	8/
FACS	3330	Intro Preschooler Dev	3	/25	/25	/15	/18	/20
FACS	3331	Adolescent Development	3	/13	9/12	/17	/20	/25
FACS	4400	Senior Seminar I	1	0/	21/	25/	24/	27/1
FACS	4401	Senior Seminar II	1	/18	/21	/26	/22	17/1

		<u>Core</u>	<u>Hours</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>
		<i>FACS - Child Development Specialization</i>						
				2002	2003	2004	2005	2006
FACS	3315	Management of the Family	3	20/	25/10	17/	18/	24/
FACS	3335	Parenting	3	/15	/12	0/11	/10	/16
FACS	3383	Social/Emot Dev Child	3	/4	10/	11/	4/	13/
FACS	4400	Senior Seminar I	1	0/	21/	25/	24/	27/1
FACS	4401	Senior Seminar II	1	/18	/21	/26	/22	17/1
FACS	4492	Child Develop Internship	4	/4	/8	/3	/6	/7

		<u>Core</u>	<u>Hours</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>
		<i>FACS - Fashion Merchandising Specialization</i>						
				2002	2003	2004	2005	2006
APPD	3375	Professional Pract in AD	4	/4	/6	/5	/2	/7
FACS	4400	Senior Seminar I	1	0/	21/	25/	24/	27/1
FACS	4401	Senior Seminar II	1	/18	/21	/26	/22	17/1

		<u>Core</u>	<u>Hours</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>
		<i>FACS - Hosp/Rest Manage Specialization</i>						
				2002	2003	2004	2005	2006
FACS	4400	Senior Seminar I	1	0/	21/	25/	24/	27/1
FACS	4401	Senior Seminar II	1	/18	/21	/26	/22	17/1
FOSM	3323	Adv Quantity Foods	3	/0	/6	/5	/0	/0
FOSM	3328	FPMPC Internship	3	/6	/3	/7	/0	/0

		<u>Core</u>	<u>Hours</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>	<u>F/S</u>
		<i>FACS - Interior Design Specialization</i>						
				2002	2003	2004	2005	2006
APPD	3375	Prof Pract in AD	4	/4	/6	/5	/2	/7
FACS	3320	Housing in Society	3	10/	15/	21/	13/	8/
FACS	4400	Senior Seminar I	1	0/	21/	25/	24/	27/1
FACS	4401	Senior Seminar II	1	/18	/21	/26	/22	17/1