

specialization. A grade of C or better is required for all courses in the curriculum, except for those stated otherwise in the general education requirement. All professional and area specialization courses must be taken in sequence. Students must pass the departments' Senior Exit Examination which is comprised of concepts from the core courses – FCS 101, NFM 102, FCS 251, FCS 304, and FCS 498 with a minimum of 70%. The Senior Exit Examination is given in FCS 498 - Professional Perspectives in Family and Consumer Sciences as a part of the course requirement.

Before enrolling in the Department of Family and Consumer Sciences, students must complete their studies in the Freshman Program. Interdisciplinary programs are provided across all majors through collaboration with the College of Education, Humanities and Social Sciences, College of Science, Mathematics and Engineering Technology, and College of Business and Applied Professional Sciences. All students must complete the English Proficiency Examination by their first semester junior year.

## **NUTRITION AND FOOD MANAGEMENT —**

The mission of the program is to provide students with an opportunity for a quality education in the principles and practices of Dietetics or Food Management consistent with the policies of the University that are congruent with the standards of education enunciated by the credentialing organizations, including the Southern Association of Colleges and Schools and the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition and Dietetics.

The Nutrition Option of the Didactic in Dietetics program is an integral part of the Department of Family and Consumer Sciences at South Carolina State University. The accreditation of South Carolina State University's Nutrition Option of the Didactic Program in Dietetics has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics. Students who complete the Nutrition option and have met the University's minimum GPA requirement (3.0) will be issued copies of a verification statement which will enable them to apply for an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited dietetic internship. Students must apply for and be admitted to Upper Division of the Nutrition Option of Didactic Program in Dietetics (DPD). Students are eligible to apply for upper division once they have completed the following courses: Chemistry 150, 151, 152, 153, 306, 316; Biology 207, 217, 208, 218; Math 151, 155; NFM 102 and FCS 101. No grade lower than a "C" will be accepted as part of the admission requirement. Upon completing the dietetic internship successfully, students are eligible to sit for the registration examination for Registered Dietitians.

### **NUTRITION PROGRAM GOALS**

1. To prepare students following the Nutrition Option in the Didactic Program in Dietetics by emphasizing foundational knowledge and competency in nutrition and dietetics so that graduates of the Didactic Program in Dietetics (DPD) program will successfully apply their undergraduate education to a dietetic internship, or an accredited supervised practice program.
2. To prepare graduates in the Nutrition Option of the DPD to assume leadership roles in professional and community organizations.

## **FOOD MANAGEMENT PROGRAM GOALS**

1. Prepare nutrition students to compete for supervised practice programs, graduate, and/or professional schools in the specialize areas of Food Management and Foodservice Systems, Normal Nutrition, Food Science, Community Nutrition and Education and Research.
2. Facilitate opportunities for students to acquire knowledge in nutrition, foods and related human sciences concepts that contributes to individuals, families, and communities' wise choices of safe, nutritious, and economical foods for maintaining optimal health and quality of life.
3. Students will demonstrate competence in Food Management and Foodservice Systems by outlining and presenting a Food Safety in-service for nutrition and foodservice workers.
4. Students will be able to analyze recipes using Hazard Analysis Critical Control Point Guidelines to determine possible sources for contamination and outline a total quality program for a foodservice establishment using HAACP guidelines and standards.
5. Program graduates will be able to develop a nutrition educational session or program/educational strategy for a target population

## **STUDENT LEARNING OUTCOMES**

1. Students will demonstrate competence in Food Management and Foodservice Systems by outlining and presenting a Food Safety in-service for nutrition and foodservice workers
2. Students will be able to analyze recipes using Hazard Analysis Critical Control Point Guidelines to determine possible sources for contamination and outline a total quality program for a foodservice establishment using HAACP guidelines and standards.
3. Program graduates will be able to develop a nutrition educational session or program/educational strategy for a target population.

**FAMILY AND CONSUMER SCIENCES BUSINESS—** The program is designed to prepare students for consumer-and family-oriented non-teaching careers and/or graduate study. Students pursuing this major must complete a course of study which provides a broad background in general education and basic family and consumer sciences content, with specialization in related areas. Options within this program are Fashion Merchandising, Child Development and Multidisciplinary.

## **PROGRAM GOALS**

1. Prepare learner to incorporate content from Family & Consumer Sciences (FCS) and other disciplines into meaningful career options/opportunities.
2. Provide an in depth knowledge of individual and family well-being.
3. Augment learner's ability to utilize current technology resources during the instructional process.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this program of study, students will be able to:

1. Articulate knowledge of interrelationship among skills necessary for career options in Family & Consumer Sciences
2. Describe normative similarities and differences among age levels and developmental stages of human growth
3. Explain the impact of occurrences in societal systems on the lives of individuals as they progress through the life cycle
4. Access the social and economic factors impacting the lives of individuals and families

5. Identify ways technology impact individuals and families through the lifestyle
6. Utilize appropriate technology to make professional presentations

### **CHILD DEVELOPMENT OPTION**

The cornerstone of our knowledge base in child development is studied through a theoretical perspective as well as through application in practice. The goal of the Child Development program is to equip students with knowledge and skills, which serve as a basis of in-depth comprehension of the needs of children 0-8 years. Furthermore, the programmatic goals of the curricula endeavor to prepare students to effectively demonstrate implementation of instruction for preschoolers as well as develop effective teaching strategies for parenting to individuals, community groups, public and private education, professional and business sectors. Students also have the opportunity to explore related career selection from prevailing workplace demands.

### **PROGRAM GOALS**

1. Provide learning opportunities and experiences that support a child intellectual, social, physical and emotional development.
2. Refine students' ability to observe and evaluate the development of children.
3. Embrace relationships with professional colleagues, parents, and agencies in the larger community to support children's learning and well-being.

### **STUDENT LEARNING OUTCOMES**

Upon completion of this program of study, students will be able to:

1. Recognize heredity and environmental factors inherent in ways children develop language skills, and develop physically, cognitively, culturally, morally, socially and emotionally;
2. Identify appropriate staffing patterns and budgetary needs for a quality pre-school program;
3. Demonstrate entry level skill in planning age-appropriate learning opportunities that support a child's intellectual, social, physical and emotional development;
4. Explain how children's play relative to the integration of cognitive, social, physical and emotional development;
5. Demonstrate professional exchange of information with parents, community resource agencies and colleagues in regard to a child's best interests; and

### **FASHION MERCHANDISING OPTION**

The Fashion Merchandising Program reflects the University's vision, incorporating the use of technology and program curricula that are in keeping with industry needs. The program is committed to preparing students for the business of fashion merchandising by providing up-to-date creative, technical and business skills through relevant events and classroom experiences, as well as research and internship opportunities with a focus on the globalization of the fashion merchandising industry. Emphasis is placed on historical, cultural, creative and economic aspects of the field, with an interdisciplinary nature designed to help the student develop theoretical and practical competencies to succeed in an ever-

changing industry.

Students acquire professional skills to meet the evolving knowledge-based requirements for a successful career within the fashion merchandising industry.

The mission of the Fashion Merchandising Program is to prepare the graduate to enter middle- to upper-level management positions in fashion merchandising and related fields. The program enables students to acquire skills that increase marketability. It allows students to develop knowledge and abilities in the areas of management, marketing, promotions, fashion merchandising, and visual merchandising. In addition, interpersonal and management skills are enhanced through team projects and events planning. General education courses and electives provide breadth to the student's general knowledge, critical thinking, and analytical skills.

### **PROGRAM GOALS**

1. Ensure professional competence in Fashion Merchandising principles and concepts.
2. Provide students with exemplary communication, decision-making and analytical thinking skills, supported by a multidisciplinary curriculum.
3. Augment practical technological skills that enhance creative applications and solutions to addressing the ever-changing requirements of Fashion Merchandising.

### **STUDENT LEARNING OUTCOMES**

Upon completion of this program of study, students will be able to:

1. Have a basic understanding of the fundamentals of the domestic and international fashion industry as it applies to textile and apparel products.
2. Have knowledge of apparel and textile products, end-use performance and an understanding of the textile materials from which they are made.
3. Have knowledge of consumer behavior of textile and apparel products through courses that concentrate on buying behavior, fashion cycle, theories of clothing behavior, consumer satisfaction and the significance of advertising and promotion in the apparel industry.
4. Have a foundation of discipline-related history: fashion industry, ready-to-wear industry and design.
5. Have the skills required to carry out mathematical calculations essential to retail buying.
6. Have knowledge of the global economics of the textile and apparel industry.
7. Have an understanding of retail store operation and organization.

### **MULTIDISCIPLINARY OPTION**

This major presents students with an opportunity to match career goals and course selection. The foundation that is provided by the Family and Consumer Sciences core, content, and business courses will advance competencies for a myriad of career choices. This professional area incorporates selected concepts from the fields of business, management, communities, equipment, and family and consumer economics. Most courses selected from other disciplines or those completed prior to the selection of this major are in the human sciences or applied sciences.

Personal characteristics needed include: business orientation, self-motivation, energy, organizational skills, and the ability to mobilize innovation and change.

## **PROGRAM GOALS**

1. Prepare learner to incorporate content from Family and Consumer Sciences (FCS) and other disciplines into meaningful career options/opportunities.
2. Provide an in-depth knowledge of individual and family well-being.
3. Augment learner's ability to utilize current technology resources during the instructional process.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this program of study, students will be able to:

1. Articulate knowledge of interrelationship among skills necessary for career options in Family and Consumer Sciences;
2. Describe normative similarities and differences among age levels and developmental stages of human growth;
3. Explain the impact of occurrences in societal systems on the lives of adults as they progress through the life cycle;
4. Access the social and economic factors impacting the lives of individuals and families;
5. Identify ways technology impact individuals and families through the lifecycle;
6. Utilize appropriate technology to make professional presentations.
7. Acquire a global awareness of social, economic, technological, cultural and aesthetic factors influencing trends in design, merchandising, production, distribution, and consumption;
8. Utilize consumer product preferences and market capabilities to understand management, consumer behavior, and entrepreneurship;
9. Communicate knowledge of interrelationships among factors related to product development to specific target markets. These factors include: materials, design, technology, quality standards, product and engineering specifications, business practices, end-use and consumer expectations;
10. Analyze the characteristics of product quality and serviceability as they interrelate to material performance, product standards and specifications, customer needs and preferences, cost, and price relative to defined goals, lifestyles and available resources;
11. Demonstrate competencies appropriate for interviewing, dining, networking, corresponding, workplace relationships, organizational membership, etc.;
12. Develop awareness of regional and local regulations applicable to specific career roles;
13. Utilize appropriate technology to make professional presentations;
14. Demonstrate entry level skills in planning, efficient utilization of time, and organization;
15. Apply creative, analytical, technical, and communication skills necessary for entering careers in Family and Consumer Sciences;
16. Demonstrate ethical behavior in personal presentations; and
17. Articulate the importance of research in expanding knowledge, and addressing problems impacting the quality of life of individuals and families.

## NUTRITION AND FOOD MANAGEMENT

**NFM 102. Nutrition and Food. 3(3,0).** A study of the significance and nature of food as related to technological, psychological, and socioeconomic influences; values, standards, goals, and provisions for nutrition and food decisions and their relationship to health; and the impact of public policy on food and nutrition. Cross cultural/global concerns and career in nutrition management will also be emphasized. (F, S)

**NFM 210. Meal Management. 3(1,3).** This course provides principles and practice in food selection, preparation and service in conjunction with the management of human and economic resources to meet the needs and eating patterns of various groups. Emphasis centers on consumer concerns and conservation of resources affecting the nutrition of individual and families. *Prerequisite:* NFM 102. (F, S)

**NFM 311. Human Nutrition. 3(3,0).** The scientific basis of nutritional principles is an integral part of this course. The course encompasses the nutrients; their digestion, absorption and metabolism; and their procurement through prudent food selection. *Prerequisites:* C 150, C 151, or consent of instructor. (F, S)

**NFM 315. Nutrition and Food II. 3 (3,0).** This course is an in-depth study of the significance of nutrients in maintaining homeostasis in the human body and investigating the interrelationships between the nutrients in metabolism. Since the science of nutrition is still evolving, the ability to understand how research impacts the dietetics profession is essential. It will enable the student studying to become a nutrition professional understand the complexity of the inter-relationship of nutrients in the human body. *Prerequisite:* NFM 311. (S)

**NFM 321. Quantity Food Production. 4(2,4).** This is a course in the application of principles of cookery to the preparation of food in large quantity with emphasis on food planning, purchasing, storage, and service; cost, care, and use of institutional equipment. *Prerequisites:* junior or senior standing or consent of instructor. (S)

**NFM 324. Food Service MGT. 4(2,4).** This course is a study of the problems involved in the organization and management of food services as applied to quantity food preparation; selection, arrangement and installation of institutional equipment; food service policies; and food cost and control. This course also includes an analysis and interpretation of management functions in conducting a feasibility study for establishing a food service facility. (i.e., site analysis, facilities layout, functional design and planning). *Prerequisite:* NFM 321. (F)

**NFM 335. Community Nutrition. 3(1,3).** This course emphasizes nutritional care as a part of health promotion and maintenance. It examines the relationship of the community resource structure and dynamics to the individual needs and ability to be well fed; community nutritional needs and programs; and the means of effecting change in nutritional knowledge and practice. Experiences in community nutrition programs are included. *Prerequisites:* NFM 311 and FCS 308, or consent of instructor. (S)

**NFM 410. Medical Nutrition Therapy I. 3(3,0).** This course examines the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 217, B 208, B 218, C 403 and NFM 311. (S)

**NFM 412. Medical Nutrition Therapy II. 2(2,0).** This course is a continuation of the examination of the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 217, B 208, B 218, C 306, C 316, C 403, NFM 311, and NFM 410. (F)

**NFM 416. Clinical Applications in Nutrition and Dietetics. 3(0,9).** This course provides a variety of clinical experiences in health care facilities which complement the didactic component of medical nutrition therapy. Students will be supervised by registered dietitians and other qualified practitioners. *Prerequisites:* C 403; B 305; B 315, NFM 311, NFM 410; or concurrent enrollment. (S)