



No need to send to MnSCH. Total credits do not go over 128

# Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):	Proposal # <u>390</u>
College: <u>Allied Health and Nursing</u>	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:
Department: <u>Family Consumer Science</u>	<input type="checkbox"/> Graduate		Academic Year <u>06-07</u>
Program: <u>Food and Nutrition option</u>	CIP # <u>19.0501</u>		(For Office Use Only)
Type of Change: <u>PROGRAM PROPOSALS</u>		Course Designator and Number	Number of Credits
Proposed: <u>Redesign--Change in Total Program Credits</u>			
Title Current:		(if applicable)	
Title Proposed:			
24-Char. Abbrev:			

*Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):*  
 Graduates will be prepared to work in food or nutrition related businesses. This may include designing foods/ingredients, managing food services, promoting foods or healthful nutrition, communicating to the public about food or nutrition issues, or working in food consumer protection and education.

**Rationale or Justification for change:**

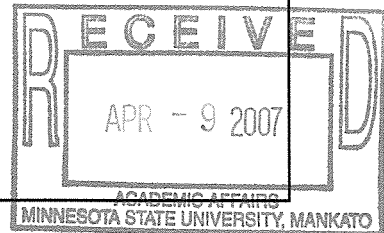
The FCS Food and Nutrition option was revised to meet changing employer demands now and in the future. The current program was designed for food and nutrition educators, primarily in Extension and federal food programs. There are fewer opportunities in that area and more careers available in food companies, food communications, health promotion, food service management, and consumer protection. This degree is flexible enough to meet the needs of students interested in working any of those areas.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

<p style="text-align: center;"><b>General Education Course:</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th style="width: 85%;">GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> </tbody> </table> <p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.          ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:          a. Syllabus or course outline.          b. Course's student learning outcomes associated with each GE competency or CD designation.          c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.</p>	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;"><b>Cultural Diversity Course:</b></p> <p style="text-align: center;">(Please check one.)</p> <p><input type="checkbox"/> <b>Core</b> (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> <b>Related</b> (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

**\*\*\*For New Courses\*\*\***

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato  
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**\*\*\*For Program Proposals\*\*\***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

**\*\*\*For Programs Requiring MnSCU Approval\*\*\***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - 7 Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
  - 7 Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
  - 7 Change in program name.
  - 7 Change in program CIP #.
  - 7 Change in TOTAL program credits.
  - 7 Change in degree award. For example, changing a B.A. to B.S.
  - 7 Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

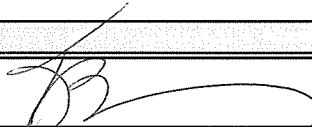


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\*\*\*Signature Page\*\*\*

**Department**

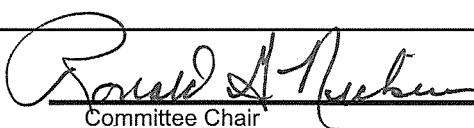
Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
Department Chair Date 10-16-06

Comments:

**College Curriculum Committee**

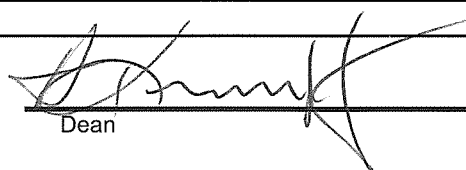
Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
Committee Chair Date 4-5-07

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
Dean Date 4.9.07

Comments:

**General Education Subcommittee**

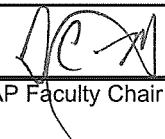
Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
UCAP Faculty Chair Date 5/9/07

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

\_\_\_\_\_  
Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

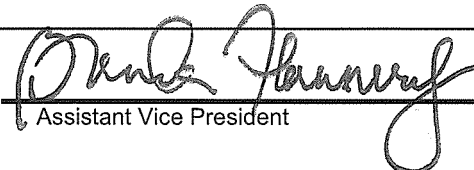
Recommended  
 Not Recommended

\_\_\_\_\_  
Graduate Dean Date

Comments:

**Academic Affairs Council**


Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
Assistant Vice President Date 5/14/07

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

  
\_\_\_\_\_  
Sr. Vice President / Vice Pres. Academic Affairs Date 5.14.07

Comments:

**Proposed Curriculum Changes for Fall 2007**  
**Department of Family Consumer Science**  
**Food and Nutrition Option**

<b>Current</b>		<b>Change</b>	<b>Proposed Change</b>	
<b>Family Consumer Science Core:</b>				
FCS 101 Intro. to FCS	3	No change		3
<b>Required* for Major:</b>				
		Add existing course	FCS 150—Food, Culture, and You	3
FCS 100—Personal & Family Living	3	Dropped from major		
FCS 120—Clothing & People	2	Dropped from major		
FCS 140—Intro. to Nutrition	3	Dropped from major		
FCS 240—Nutrition I	3	No change		3
FCS 252—Food Service Systems I	3	Dropped		
FCS 270—Family Housing	2	Dropped from major		
FCS 275—Consumers in the Economy	3	Dropped from major		
FCS 340—Food Science	4	No change		4
FCS 342—Food Prod. Mgmt.	3	Dropped		
FCS 350—Food Service Systems II	3	Dropped		
FCS 440—Nutrition II	3	No change		3
FCS 444—Expt. Food Sci.	3	No change		3
FCS 446—Lifespan Nutr.	3	No change		3
FCS 483—Adult Education	2	Dropped		

FCS 497/498-- Internship	min. 2 credits	No change		min. 2 credits
Required Support Courses:				
		Add existing course	FCS 252—Food Service Systems I	3
		Add existing course	FCS 275—Consumers in the Economy	3
		Add existing course	FCS 342—Food Prod. Mgmt	3
		Add existing course	FCS 350—Food Service Systems II	
		Add existing course	FCS 483—Adult Ed.	2
		Add existing course	FCS 439—Nutrition in Sport & Activity	3
		Add existing course	FCS 442—Clin. Nutr. I	3
		Add existing course	FCS 420—Nutr. Assessment	2
		Add existing course	FCS 454—Sensory Eval & Prod. Development	3
		Add existing course	FCS 473—Consumer Protection	3
		Add existing course	FCS 478—Family Finance	3
		Add existing course	Bio 270—Microbiology	4
		Add existing course	Bio 478—Food Micro.	4
		Add existing course	Hlth 260—Intro to Health Ed.	4
		Add existing course	Hlth 361—Health Communications	3
Subtotal (Req'd Support Courses)				12
<b>SUBTOTAL</b> (Including Core)	47			36
<b>Non-FCS Required Courses:</b>				
Biol 220—Anatomy	4	No change		
Biol 230— Physiology	4	No change		
Chem 106—Chem	3	No change		

Allied Health				
Chem 111—Chem of Life Processes	5	No change		
Eng 271—Tech. Writing	4	No change		
Hlth 475 or Stat 154	3	No change		
<b>SUBTOTAL</b>	23			23
<b>Electives*</b>	16	Add 9 additional credits	<b>Electives</b>	25
<b>General Education</b>	44		<b>General Education</b>	44
<b>TOTAL</b>	128			128

\*Please note: At least 42 of the required and elective credits must be at the 300-400 level.

#### Summary by Course Category

<b>Current (2006-2007)</b>		<b>Proposed (as above)</b>	
General Education	44	General Education	44
FCS Core (FCS 101)	3	FCS Core (FCS 101)	3
Required Courses	42	Required Courses	33
Non-FCS Required Courses	23	Non-FCS Required Courses	23
Electives	16	Electives	25
Total	128		128

# CURRENT PROGRAM

## FOOD AND NUTRITION

Bachelor of Science Degree 2002-2003, 2003-2004, 2004-2005, 2005-06

Minnesota State University, Mankato

Name \_\_\_\_\_

**Family Consumer Science Core (3 credits)**

FCS 101 (3) Introduction to FCS F, S \_\_\_\_\_

**Family Consumer Science Required (42 credits)**

FCS 100 (3) Personal and Family Living F, S \_\_\_\_\_

FCS 120 (2) Clothing and People F \_\_\_\_\_

FCS 140 (3) Introduction to Nutrition F, S \_\_\_\_\_

FCS 240 (3) Nutrition I F, S \_\_\_\_\_

FCS 252 (3) Food Service Systems I F \_\_\_\_\_

FCS 270 (2) Family Housing S \_\_\_\_\_

FCS 275 (3) Consumers in the Economy F, S \_\_\_\_\_

FCS 340 (4) Food Science F \_\_\_\_\_

FCS 342 (3) Food Production Management S \_\_\_\_\_ (Pre: FCS 252, FCS 340, FCS 350)

FCS 350 (3) Food Service Systems II S \_\_\_\_\_

FCS 440 (3) Nutrition II S \_\_\_\_\_ (Pre: FCS 240, CHEM 111, BIO 220 BIO 230)

FCS 444 (3) Experimental Food Science S \_\_\_\_\_ (Pre: FCS 340, STAT 154 or HLTH 475, ENG 271)

FCS 446 (3) Lifespan Nutrition F \_\_\_\_\_ (Pre: FCS 140 or FCS 240)

FCS 483 (2) Adult Education F, S \_\_\_\_\_

Choose a minimum of 2 credits from the following:

FCS 497 (1-6) Internship (G) F, S \_\_\_\_\_

FCS 498 (1-6) Internship (P/N) F, S \_\_\_\_\_

**Required Courses in Related Areas (23 credits)**

BIOL 220 (4) Anatomy F, S \_\_\_\_\_

BIOL 230 (4) Physiology F, S \_\_\_\_\_ (Pre: BIOL 220 and 1 semester of chemistry)

CHEM 106 (3) Introduction to Chemistry F, S \_\_\_\_\_

CHEM 111 (5) Chemistry of Life Processes F, S \_\_\_\_\_ (Pre: CHEM 106)

ENG 271 (4) Technical Communications F, S \_\_\_\_\_

STAT 154 (3) Elementary Statistics F, S \_\_\_\_\_

or

HLTH 475 (3) Biostatistics F, S \_\_\_\_\_

**Total Credits Summary**

		MSU	TRANS	TOTAL
General Education	(44)	_____	_____	_____
FCS Core	(3)	_____	_____	_____
Food and Nutrition	(42)	_____	_____	_____
Electives	(24)	_____	_____	_____
Related Area	(15)	_____	_____	_____
<b>TOTAL</b>	<b>(128)</b>	_____	_____	_____

No later than 3 semesters before you plan to graduate, pick up from the Registrar, an "Application for Graduation." Complete and return it to the Registrar. You will receive by mail a copy of the evaluation page completed by the Registrar. Immediately, schedule a 30-minuted appointment with your advisor to complete an evaluation of your major requirements. Bring a copy of your F&N checklist and current unofficial transcripts from all colleges you have attended to the meeting.

**PROPOSED PROGRAM**  
Food and Nutrition major  
(Approved 3/30/06 by Dept of FCS)

**Family Consumer Science Core (3 credits)**

FCS 101 (3) Intro. to FCS

**Required for Major (33 credits)**

FCS 150 (3) Food, Culture, and You

FCS 240 (3) Nutrition I

FCS 340 (4) Food Science

FCS 440 (3) Nutrition II

FCS 444 (3) Expt. Food Science

FCS 446 (3) Lifespan Nutrition

Choose a minimum of 2 credits from the following:

FCS 497 (2-6) Internship (G)

FCS 498 (2-6) Internship (P/N)

Required Support Courses: choose a minimum of 12 credits (6 credits must be from FCS) from the following\*:

FCS 252 (3) FSS I

FCS 275 (3) Consumers in the Economy

FCS 342 (3) Food Production Management

FCS 350 (3) FSS II

FCS 483 (2) Adult Ed.

FCS 439 (3) Nutrition in Sport and Activity

FCS 442 (3) Clinical Nutrition I

FCS 420 (2) Nutrition Assessment

FCS 454 (3) Sensory Eval. and Prod. Dev.

FCS 473 (3) Consumer Protection

FCS 478 (3) Family Finance

Bio 270 (4) Micro.

Bio 478 (4) Food Micro.

Hlth 260 (4) Intro to Health Ed.

Hlth 361 (3) Health Communications

**Non-FCS Required Courses (23 credits)**

Bio 220 (4) Anatomy

Bio 230 (4) Physiology

Chem 106 (3) Intro to Chem

Chem 111 (5) Chem of Life Processes

Eng 271 (4) Technical Comm.

Hlth 475 or Stat 154 (3)

**Required Electives\* (25 credits)**

Consult with your advisor for selection of electives

**Gen. Ed. (44 credits)**

**Total: 128 credits**

**Required Minor: None.**

\*Please note that at least 42 of the required and elective credits must be at 300-400 level

**Bond, Joye M**

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**From:** Marg, Gregg A  
**Sent:** Monday, October 16, 2006 10:54 AM  
**To:** Bond, Joye M  
**Subject:** Food and Nutrition option revised

Hi Joye,

On behalf of the Department of Biological Sciences, thanks for the opportunity to review the Food and Nutrition revisions you are proposing. I appreciate the inclusion of Biology 270 General Microbiology and Biology 478 Food Microbiology and Sanitation as electives. I am sure we can handle the additional students with our existing resources. The whole option looks to be an excellent preparation for students interested in this career option. Let me know if I can provide any other support for the revisions.

Gregg Marg, Chairperson  
Department of Biological Sciences

10/16/2006

**Bond, Joye M**

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**From:** Romas, John A  
**Sent:** Friday, October 13, 2006 1:48 PM  
**To:** Bond, Joye M  
**Cc:** Murray-Davis, Marge  
**Subject:** Re: Health Science classes in revised Food and Nutrition option

Hi Joye,

Thank you for your email. From my perspective, your inquiry regarding your FN option sound good. I am forwarding this email to our Curriculum Committee for their input and review. Dr. Marge Murray-Davis, Committee Chair, is handling curriculum issues within the Department – and I will surely support what our Curriculum Committee recommends, okay.

Thanks,

JR

-----  
John A. Romas, M.P.H., Ph.D.  
Professor and Chair  
Department of Health Science  
213 Highland Center N  
Minnesota State University  
Mankato, MN 56001  
Telephone (507) 389-5934  
Fax (507) 389-2985  
Email: john.romas@mnsu.edu

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**From:** "Bond, Joye M" <joye.bond@mnsu.edu>  
**Date:** Fri, 13 Oct 2006 11:38:51 -0500  
**To:** "Romas, John A" <john.romas@mnsu.edu>  
**Conversation:** Health Science classes in revised Food and Nutrition option  
**Subject:** Health Science classes in revised Food and Nutrition option

John, I've attached a copy of proposed revisions to the FCS—Food and Nutrition option. You'll notice that one of the changes I've incorporated under "Required Courses for Major: Choose a minimum of 12 credits from the following" section is Hlth 260 and 361. Since the number of students who major in Food and Nutrition is so small, and the Health Science classes are only 2 of 18 possible classes to choose from, I don't anticipate this change in the option will affect enrollments in your classes. Would you be willing to write an email supporting the incorporation of those classes as choices in the revised FN option? Thanks! Joye

Joye M. Bond, PhD, RD  
Associate Professor  
Food and Nutrition/Dietetics  
Department of Family Consumer Science  
Minnesota State University, Mankato  
102 Wiecking Center  
Mankato, MN 56001  
telephone:507-389-5923  
fax: 507-389-2411

10/13/2006

**Assessment of Foundation Knowledge and Skills for Graduates Food and Nutrition Option**

<b>Student Learning Outcomes (Area, Knowledge or Skill)</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Methods of Assessment</b>	<b>Class</b>	<b>When Assessed</b>	<b>Standard of Mastery Criterion of Achievement</b>		
<b>1. Communications Knowledge</b>								
Negotiation technique	Provide innovative, accessible, high-quality undergraduate and graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program.	Role play	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description		
Writing for public and publication			Lab reports	FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%		
Media presentations			Group nutrition education project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%		
Interpersonal communication skills			Lab teams	FCS 340 FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%		
Educational theory and techniques			Group nutrition education project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%		
Concepts of human and group dynamics			Exam	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%		
Public speaking			Group nutrition education project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%		
Educational materials development			Group nutrition education project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%		

<b>Communications skills:</b> Use oral, written communication to present educational sessions to a group Explain a public policy position regarding nutrition Use current information technologies Work effectively as a team member	Foster an active learning community that empowers critical thinking, ethical decision-making, multicultural competence, global/international perspective, wellness, life-long learning, and leadership skill development.	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program	Group nutrition education project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%
			Class discussion participation	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
			References used in assignments properly documented Lab teams	FCS 444 FCS 340 FCS 342 FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description Grade $\geq$ 70%
			Group Nutrition Ed project	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Project grade $\geq$ 70%
<b>2. Physical &amp; Biological Sciences Knowledge:</b> Organic chemistry Physiology Microbiology			Applies principles in advanced nutrition exams	FCS 440	3 <sup>rd</sup> yr	Scores $\geq$ 70%
			Applies principles in advanced nutrition exams	FCS 440	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores $\geq$ 70%
			ServSafe Exam	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Passing score

Nutrient metabolism				Exams, case studies	FCS 440	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores $\geq$ 70%
<b>Physical &amp; Biological Sciences Skills:</b>							
Apply microbiological and chemical considerations to process controls				Food development project	FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores $\geq$ 70%
				ServSafe Exam	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Passing score
<b>3. Social Science Knowledge:</b>							
Public policy development	Foster an active learning community that empowers critical thinking, ethical decision making, multicultural competence, global/international perspective, wellness, life-long learning, and leadership skill development	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program		Imbedded exam questions	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%
Health behaviors and educational needs of diverse populations				Imbedded exam questions	FCS 150	1 <sup>st</sup> -2 <sup>nd</sup> yr	Grade $\geq$ 70%
Economics and nutrition				Imbedded exam questions	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%
				Imbedded exam questions	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $\geq$ 70%
<b>4. Research Knowledge:</b>							
Research methodologies	Provide innovative, accessible, high-quality	The university will prepare students for		Lab reports	FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade $>$ 70%
Outcomes-based research				Case studies, exams	FCS 440	3 <sup>rd</sup> yr	Scores $\geq$ 70%

Scientific method Quality improvement methods	undergraduate and graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program	Lab reports Exam	FCS 444 FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr 3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade >70% Scores ≥70%
	<b>Research Skills:</b>					
Interpret current research  Interpret basic statistics	Foster an active learning community that empowers critical thinking, ethical decision-making, multicultural competence, global/international perspective, wellness, life-long learning, and leadership skill development.	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program	Written assignments regarding nutrition research  Lab reports Written assignments regarding nutrition research  Lab and product development reports	FCS 440  FCS 444 FCS 440  FCS 444	3 <sup>rd</sup> yr  3 <sup>rd</sup> -4 <sup>th</sup> yr 3 <sup>rd</sup> yr  3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description  Grade ≥70% Standard above basic. See generic rubric for description  Grade ≥70%

<b>5. Food Knowledge:</b>						
Food technology	Foster an active learning community that empowers critical thinking, ethical decision making, multicultural competence, global/international perspective, wellness, life-long learning, and leadership skill development	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program	Exams	FCS 340	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade ≥70%
Biotechnology			Exams	FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade ≥70%
Culinary techniques			Demonstration in labs, exams	FCS 150 FCS 340	1st-2 <sup>nd</sup> yr	Grade ≥70%
Sociocultural and ethnic food consumption issues and trends			Meal production for 20.	FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr	Food quality assessed by professor & clients
Food safety and sanitation			Group Oral Presentation	FCS 150	1st-2 <sup>nd</sup> yr	Grade ≥70%
Food delivery systems			Exams	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade ≥70%
Food and nonfood procurement			ServSafe Exam, Sanitation assessment of a food service facility	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Passing score
			Concept checks*	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Score ≥70%
			Concept checks*	FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr	Score ≥70%
			Computer lab involving the development of purchasing & inventory system (6% of mark)	FCS 252	3rd-4th yr	Scores ≥70%
			Food order case study	FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores ≥70%



Apply food science knowledge to functions of ingredients in food	programs and continuing education programs responsive to the needs of students and health service professionals.	focused undergraduate pre-professional and liberal arts program	Lab reports	FCS 340 FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade >70%
Demonstrate basic food preparation and presentation skills			Preparation, presentation assignments	FCS 150 FCS 340 FCS 342	1 <sup>st</sup> -2 <sup>nd</sup> yr 3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
Modify recipe/formula for individual or group dietary needs			Lab reports	FCS 444	3 <sup>rd</sup> -4 <sup>th</sup> yr	Grade ≥70%
<b>6. Nutrition Knowledge:</b>						
Influence of age, growth, and normal development on nutritional requirements			Exams	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores ≥ 70%
Nutrition and metabolism			Exams	FCS 240	2 <sup>nd</sup> yr	Scores ≥ 70%
Health promotion and disease prevention theories and guidelines			Exams	FCS 440	3 <sup>rd</sup> yr	Scores ≥ 70%
Influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior			Exams, concept checks*	FCS 240	2 <sup>nd</sup> yr	Scores ≥ 70%
Dietary supplements			Exams	FCS 150 FCS 446	1 <sup>st</sup> -2 <sup>nd</sup> yr 3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores ≥70%
<b>Nutrition Skills:</b>			Exams	FCS 240	2 <sup>nd</sup> -3 <sup>rd</sup> yr	Scores ≥ 70%
Determine nutrient requirements across the lifespan			Exams	FCS 446	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores ≥ 70%

Translate nutrition needs into food choices and menus for people of diverse cultures and religions				Group Oral Presentation	FCS 150	1 <sup>st</sup> -2 <sup>nd</sup> yr	Standard above basic. See generic rubric for description
<b>7. Management Knowledge:</b>							
Program planning, monitoring, and evaluation	Foster an active learning community that empowers critical thinking, ethical decision-making, multicultural competence, global/international perspective, wellness, life-long learning, and leadership skill development.	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional and liberal arts program	Exam	Exam	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores $\geq$ 70%
Strategic management							
Facility management							
Organizational change theory							
Risk management							
Management theories							
Human resource management, including labor relations							
Materials management							
Financial management, including accounting principles							
Quality improvement							

Grading for Assignment Quality  
(Generic Rubric)

Unsatisfactory (1 pt)	(2 pts)	Basic (3 pts)	(4 points)	Proficient (5 pts)
Organization, neatness, and grammar are difficult to discern.		Most answers are organized, neat, and grammatically correct.		Organization, neatness, grammar are easily discerned and add to assignment quality.
Few answers are concise and pertinent, answering the question asked without extraneous information.	Some answers are concise and pertinent, answering the question asked without extraneous information.	Many answers are concise and pertinent, answering the question asked without extraneous information.	Most answers are concise and pertinent, answering the question asked without extraneous information.	Answers are concise and pertinent, answering the question asked without extraneous information.

10 points are incorporated for quality. If the assignment is late, 10% of the total point value will be deducted.

Information management				Computer project: automated inventory/ purchasing spreadsheet	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Scores $\geq$ 70%
Systems theory				Exam	FCS 252	3 <sup>rd</sup> -4 <sup>th</sup> yr	Score $\geq$ 70%
Marketing theory and techniques				Marketing of meals	FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
Diversity issues				Case studies/small group and class discussion	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
<b>Management Skills:</b>							
Determine cost of services/operation				Case study/exam	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Score $\geq$ 70%
Prepare a budget				Project/case study	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
Interpret financial data				Project/case study	FCS 350	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description
Apply marketing principles				Meal marketing flyer assignment	FCS 342	3 <sup>rd</sup> -4 <sup>th</sup> yr	Standard above basic. See generic rubric for description

\* Concept checks: Online multiple choice questions that ensure students have done readings for lectures.

Faculty Meeting Minutes  
March 30, 2006

Attending: K. Brigman, D. Bissonnette, J. Bond, J. Conlon, S. Fredstrom, B. Young

Notetaker: Fredstrom

1. Summer monies: Bond requested summer money to purchase microwave ovens for the Foods and Sensory Labs (\$500), for a drying rack (\$5-6) and for Diane Dawson, food science lab consultant (\$1000). Equipment requests were approved. Consultant money was discussed; Conlon moved (Bissonnette seconded) that \$1000 be appropriated to retain Dawson for on-going consultation; motion was approved. Additional summer money was requested to train a sensory panel to do sensory evaluations; request was tabled until next year. Bond has circulated a status report on D. Dawson's visit on March 8, 2006.
2. Bond is still gathering information on possible ways to cover food costs for FCS 150.
3. F&N curriculum: Bond asked for a consensus to not have a separate Food Science degree in FCS. Food Science Technology is a joint degree between FCS and Biology. A proposed redesign of the F&N major was circulated. The new design has tracks for emphasizing food science, food service, food consumer affairs and general nutrition. More classes may be developed to add to the food service track and a communications track was suggested. Fredstrom recommended that FCS 448 Clinical Dietetics II be dropped from the general nutrition emphasis, but FCS 442 Clinical Dietetics I should remain. Young moved (Fredstrom seconded) that the revised F&N curriculum be adopted. As an amendment, the plan allows for 6 credits of electives, which must be FCS courses to achieve the necessary 30 hours of FCS classes.
4. Conlon discussed the partnership of the College of Education and Humboldt HS in St. Paul. Education students will go to Humboldt, and Humboldt students will come to MSU on April 28<sup>th</sup>. Classes are needed for students to observe; none are available in FCS. Conlon will give a tour of the department to interested students.
5. Fredstrom noted the Food & Nutrition Club wanted to sponsor an FCS career fair next month. Officers are requesting names and contact information of persons in the area that may be able to share information about their jobs and training.
6. Fredstrom voiced some concern that students may want to substitute CAHN 101 for FCS 101. The substitution will not be made.
7. The consultant for the Consumer Affairs program is coming on April 13 and 14<sup>th</sup>.