

Student Handbook

Department of Human Environmental Sciences

Fashion Merchandising 2010-2011



Fontbonne University

DEPARTMENT OF HUMAN ENVIRONMENTAL SCIENCES

Welcome to the Department of Human Environmental Sciences at Fontbonne University. We are proud of our 87-year history as one of the founding departments, our programs and their reputations, and our graduates. We are pleased to have you as a member of our department.

All of us share a common goal of improving the human condition and assisting individuals and families to make choices that best meet their diverse needs. You are choosing a discipline and program area whose focus is on preparing professionals who:

- have a strong general education background;
- are equipped with the knowledge, skills and values needed to help individuals and families improve and enhance the quality of their lives.

You will make your contributions as:

- health care, wellness, and foodservice professionals
- early childhood or early childhood/special education educators and administrators;
- middle school, secondary and adult educators in traditional or community-based settings;
- consumer affairs officers; or as
- fashion professionals in businesses, organizations and agencies.

Each of you is choosing a different area of interest or professional practice in which to invest your time, effort, and intelligence. The faculty and staff in the department look forward to assisting you in achieving your education, career, and professional development goals. We are confident that each of you will make a significant contribution to your chosen area.

The pages that follow provide you with some guidelines and guideposts designed to assist you in completing your programs and achieving your goals. Please don't hesitate to contact faculty or staff if you have questions, concerns or problems. We are always happy to have your input and feedback.

Best Wishes,

Cheryl Houston, Ph.D., RD, LD
HES Department Chairperson

GENERAL DESCRIPTION OF THE DEPARTMENT MISSION AND GOALS

The Department of Human Environmental Sciences (HES) was among the founding departments when Fontbonne College was established in 1923. In the early years, Home Economics Education and Dietetics were among the first programs offered at the College. HES is one of the largest undergraduate departments on campus. Students are here to pursue a baccalaureate degree or are completing certification or verification requirements.

HES currently offers four undergraduate majors in Dietetics, Early Childhood, Family and Consumer Sciences, and Fashion Merchandising. The department offers minors in Early Childhood and Food Management and the Fashion Merchandising students may choose minors or areas of emphasis in Business Administration, Graphic Design, Public Relations and Advertising. The HES Department also offers Teacher Certification by the Missouri Department of Elementary and Secondary Education (DESE) in the areas of Early Childhood, Early Childhood/Special Education and Family and Consumer Sciences. The Didactic Program in Dietetics (DPD) is granted initial accreditation by The Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, (312) 899-0040.

In addition to the excellent undergraduate programs offered, the HES Department also houses two graduate programs, the MA in HES and the MAT in Family and Consumer Sciences. The MA in HES currently has three concentrations: Apparel Studies, Child and Family Studies and Multidisciplinary Health Communication Studies. These graduate degrees are grounded in the rich traditions of both the Department and Fontbonne University, offering students coursework that effectively bridges theory to practice.

The faculty in the Department of Human Environmental Sciences believes in the integration of a liberal education with professional competence in meeting the needs of individuals and families. All areas of specialization within the department recognize the impact of values and change on the lives of people. The overall mission of the department is to prepare graduates who are competent to assume leadership roles in strengthening and enriching the quality of life of individuals and families throughout the life cycle.

Goals and Learning Outcomes of the Department of Human Environmental Sciences:

Goal 1: To confirm the mission, vision, values, and purposes of Fontbonne University by empowering individuals, strengthening families, and fostering community.

Upon completion of a major in the Human Environmental Sciences, students will be able to:

- A. Understand the role of the individuals, families, and communities in society and in the development and implementation of public policy.
- B. Value the role of the individuals, families, and communities in society through participation in community and/or professional organizations.
- C. Identify and respond to basic human needs in an effort to affect positive change.

Goal 2: To actively support the ongoing initiatives of Fontbonne University by continuing to provide distinctive programs recognized for their academic excellence.

Upon completion of a major in the Human Environmental Sciences, students will be able to:

- A. Identify their individual and group responsibilities in the continuous and life-long nature of educational excellence.
- B. Function in a diverse world, understanding both common and distinct characteristics that contribute to a positive pluralistic environment.
- C. Achieve personal and professional goals through excellent programs recognized by external organizations.

Goal 3: To provide quality educational experiences reflected by a synthesis of a liberal and professional body of knowledge.

Upon completion of a major in the Human Environmental Sciences, students will be able to:

- A. Communicate effectively with a variety of audiences.
- B. Think critically within broad social, cultural, political, economic, and historical contexts.
- C. Demonstrate knowledge and abilities required of their major: (see each program area for specific goals.)

COMMON STRENGTHS OF THE MAJORS IN THE DEPARTMENT

- All majors in the department meet the Common Body of Knowledge requirements of The American Association of Family and Consumer Sciences (AAFCS).
- The curriculum for each of the majors is consistent with the philosophy and the goals of the institution and the department.
- Each major has a planned sequence of didactic and practice-related learning experiences including both liberal arts and professional education courses.

Students in each of the majors complete their programs with a core of four synthesizing courses. Descriptions of these courses are as follows:

- HES 291 - Foundations in Human Environmental Sciences focuses on the introduction to the basic foundations of the HES discipline, including examination of philosophies pertinent to HES as well as the body of knowledge, life course development, systems theory, wellness, global interdependence, resource development and sustainability, appropriate use of technology, and capacity building. Discussion of career paths and planning, workplace skills, employability and entrepreneurship.
- HES 397 - Advocacy in Professional Practice examines strategies for individuals to use as advocates for the common good within personal, professional, and community settings. Students in this course will examine issues including the legal rights and responsibilities of individuals and families, the impact of economics and technology in a global society, the impact of cultural and economic diversity on resource management, and the relationships between individuals, families, businesses, and community

agencies. Students will develop the ability to collect, interpret, and utilize community needs assessments. Life skills associated with coping strategies and conflict management will be addressed.

- HES 497 - Senior Synthesis focuses on careful investigation of a problem, issue or trend related to individual or family well-being and related to the student's area of specialization.
- A field based experience (student teaching, internship, and/or practicum) that provides the student with the opportunity to integrate theory into practice.
- All of the programs are enhanced by the wealth of excellent resources and opportunities for practical field based experiences in health care, business, industry, education and community service provided by the greater metropolitan St. Louis area.
- All majors have Advisory Committees that include practicing professionals, graduates of the program and students who provide advice and recommendations regarding the program area.

DEPARTMENT PERSONNEL

FULL-TIME:

Angie Dowell, M.S., Instructor, Fashion Merchandising.
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Staff:

Kimberly Edmunds, HES Department Administrative Assistant,
East 117, Phone 889-1415, Fax 719-8015, kedmunds@fontbonne.edu

DEPARTMENT OPERATIONS

DEPARTMENT OFFICE: EAST 117. This office is maintained for faculty use. Messages for faculty may be left in this office. There is a mailbox inside the office for SHESA communications and a drop box outside the office for assignments turned in after hours. The office is open from 9:00am – 4:30pm.

DEPARTMENT PHONE: 314-889-1415. A voice mailbox takes messages when no one is available to answer the phone. *This phone is for faculty and staff use. Students may use it for emergencies only.* Department fax number is 314-719-8015.

FACULTY OFFICE HOURS are posted by each office door.

DEPARTMENT E-MAIL ADDRESS: HESDept@fontbonne.edu

DEPARTMENT COMMUNICATION

ACADEMIC ADVISORS: For matters pertaining to academic programs, curriculum and specific standards and expectations you should seek the advice of your Academic Advisor.

PHOTOGRAPHS/VIDEO: Periodically photographs and video recordings will be taken of classroom activities or projects and department events. These photographs and video recordings may be used in university or department promotion materials.

STUDENT MAILBOXES: A hanging file folder system in black 2-drawer filing cabinets is located inside East 116. Students should check their mailbox regularly. If you do not see your name please notify the department administrative assistant in East 117.

DEPARTMENT/SHESA MEETINGS: The department, along with SHESA, sponsors a meeting each semester addressing a selected theme for the academic year. In addition, meetings are held periodically with all academic advisees in the department to convey information specific to the program areas.

PROBLEM-SOLVING

Procedures: The faculty is here to guide you in the completion of your program. If problems arise, the following is recommended to achieve resolution:

1. Talk directly and privately to individual involved (student, faculty, etc.)
2. If problem cannot be resolved at this level, discuss concerns with your advisor.
3. The next appropriate level would be the department chair.
4. If resolution is not reached at this level, your department chair will advise you of further appropriate action. Following this line of communication will assure just treatment of all concerned.

PROFESSIONAL ORGANIZATIONS

The AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS) is the national professional association for the discipline of human environmental sciences and all of its areas of specialization.

Following is the American Association of Family and Consumer Sciences conceptual model and common elements of the discipline/profession:

FAMILY AND CONSUMER SCIENCES

The Model of Our Profession that Takes Us into the 21st Century

EMPOWERING INDIVIDUALS, STRENGTHENING FAMILIES,
ENABLING COMMUNITIES

UNIFYING FOCUS: An integrative approach to the relationships among individuals, families, and communities and environments in which they function.

THE PROFESSION TAKES LEADERSHIP IN:

- improving individual, family, and community well being;
- impacting the developing, delivery and evaluation of consumer goods and services;
- influencing the development of policy; and
- shaping societal change; thereby enhancing the human conditions.

THE PROFESSION IS CONCERNED WITH:

- the strength and vitality of families.
- the development and use of personal, social, and material resources to meet human needs.
- the physical, psychosocial, economic, and aesthetic well-being of individuals and families.
- the role of individuals and families as consumers of goods and services.
- the development of home and community environments that are supportive of individuals and families.
- the design, management and use of environments.
- the design, use of, and access to current and emerging technologies.
- the critique, development and implementation of policies that support individuals, families, communities.

BASIC BELIEFS

WE BELIEVE IN:

- families as the fundamental social unit.
- a life span approach to individual and family development.
- meeting individual and family needs within and outside the home.
- diversity that strengthens individual, family and community well-being.
- the right to educational opportunities for all individuals to enhance their intellectual development maximize their potential.
- strong subject matter specializations with a commitment to integration.
- the use of diverse modes of inquiry.
- education as a life-long process.

PLANNING ASSUMPTIONS:

AS THE PROFESSION POSITIONS ITSELF FOR THE 21ST CENTURY, IT WILL:

- build upon its historical and philosophical foundations.
- be visionary, visible and influential.
- build upon the sciences, arts and humanities.
- use research as a basis for professional practice.
- prepare individuals for careers and professions.
- strive for professional competence and continuing professional development.
- incorporate a global perspective.

PROFESSIONAL PRACTICE

- We focus on the discovery, integration and application of knowledge.
- We use analytical/empirical, interpretive and critical science as modes of inquiry.
- We integrate knowledge across subject and functional areas.
- We utilize a systems approach in professional practices.
- We provide services along a continuum from prevention to intervention with prevention being our primary focus.
- To address persistent, perennial concerns together with emerging issues, we:
 - build strong specializations
 - bring specialists together
 - establish partnerships of professionals and consumers
- We establish partnerships for the mutual benefit of professional goals and partners' goals.
- We practice from an ethical base.
- We advocate on behalf of individuals, families, consumers, and communities through professional practice.
- We promote leadership and organizational development.
- We practice our profession within the contexts of:
 - education
 - government

- research
- extension
- business
- communications
- health and human service
- community-based organizations

OUTCOMES

- The enhancement of:
 - social
 - cognitive
 - economic
 - emotional and
 - physical health and well-being of individuals and families
- The empowerment of individuals and families to:
 - take charge of their lives
 - maximize their potential
 - function independently and interdependently
- The enhancement of the quality of the environments in which individuals and families function

Source: American Association of Family and Consumer Sciences

The *Missouri Association of Family and Consumer Sciences* is the state level of the American Association of Family and Consumer Sciences.

Certified in Family and Consumer Sciences

Code of Professional Responsibility

Principles

Responsibilities

In carrying out responsibilities, individuals Certified in Family and Consumer Sciences exercise sensitive professional and moral judgments in all activities. He/she is expected to:

- Represent the profession with high standards of personal conduct.
- Serve clients and others without discrimination.
- Use resources of the employing organization with scrupulous regard and only for the purpose for which they are intended.
- Utilize opportunities to increase public understanding of the field of practice.
- Protect and enhance the dignity and integrity of the profession and reflect this responsibility in discussion and criticism of the profession.
- Act to prevent unauthorized and unqualified practice in the profession.
- Inform the Council for Certification of unethical conduct by any other member of the profession.

Public Interest

The individual Certified in Family and Consumer Sciences accepts the obligation to act in a way that will serve the public interest and demonstrate commitment to professionalism. He/she is expected to:

- Act to prevent practices that are unethical or discriminatory against any person or group of persons.
- Retain ultimate responsibility for the quality and extent of service which that individual assumes, assigns, or performs.

Professionalism

On all matters, the conduct of the individual Certified in Family and Consumer Sciences reflects credit upon the profession. He/she is expected to:

- Critically examine and keep current with emerging knowledge relevant to the profession.
- Contribute to the knowledge base of the profession and share such knowledge and practice with colleagues.
- Take credit only for work actually carried out in connection with professional practice or scholarly and research endeavors and credit contributions made by others.
- Treat information and records obtained about clients being served or participants in research as confidential.

Integrity

The individual Certified in Family and Consumer Sciences should demonstrate the highest of standards of personal integrity, truthfulness, and honesty in all professional activities and responsibilities. He/she is expected to:

- Avoid any interest or activity which is in conflict or could be viewed as in conflict with professional responsibilities.
- Be alert to and resist influences and pressures that interfere with the exercise of professional discretion and impartial judgment required for the performance of professional functions.
- Not exploit professional relationships for personal gain.

Competence

The individual Certified in Family and Consumer Sciences observes professional standards, strives to continually improve competence and quality of services and discharges professional responsibility to the highest ability possible. He/she is expected to:

- Accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- Not misrepresent professional qualifications, education, experience or affiliations.

ACADEMIC STANDARDS, DEGREE REQUIREMENTS AND EXPECTATIONS

Students in the Department of Human Environmental Sciences must maintain a minimum cumulative grade point average (GPA) of 2.75 on a 4.0 scales for all programs except fashion merchandising where the minimum GPA is 2.5 for all courses in the major and their prerequisites.

If you have a minimum of 30 college credits, you may choose the Pass/No Pass (P/NP) grading option for selected courses, not to exceed six courses. You may not choose the Pass/No Pass grading option in courses or prerequisites required for your major, minor, concentration, or certificate unless the student obtains approval from the department chairperson. A course taken for P/NP cannot meet a general education requirement or the Fontbonne University religion course requirement. Students enrolled in teacher certification programs are required by the Department of Elementary and Secondary Education to have a grade of C or better in all Professional Education courses.

A student is not officially accepted in a major until the major approval process has been successfully completed. A student who enters Fontbonne as a freshman must obtain major approval during the spring semester of the sophomore year, usually after completion of 45 credit hours at Fontbonne. Transfer and second degree-seeking students must also obtain major approval. Ordinarily, this is done after completing the equivalent of one full-time semester (a minimum of 12 credit hours) at Fontbonne. The student must complete an application form for major approval (available in the registrar's office) and obtain the approval from the chairperson of the major department as well as from the associate academic dean. To receive major approval the student must be in good standing and meet the department requirements for the major. (see Appendices for sample of Approval of Major Form).

The HES curriculum guide sheet for your major that was in effect when you were admitted to Fontbonne is the one that you should follow to meet graduation requirements. Exceptions to this would be: changes that are made in the curriculum after you have been admitted and declared a major that may be determined to be in your own best interest; and changes required by outside certifying, regulatory or licensure agencies.

The curriculum has been designed in the order that it appears on the curriculum guide to best develop the content in a sequential manner. In order to graduate, students must complete an Application for Degree. (See sample form in Appendices.)

Having matriculated at Fontbonne, in order to take a course at any other accredited institution, an Authorization for Study at Another Institution form must be completed and approved by your advisor and other authorities prior to beginning class. (See sample form in Appendices).

CLASSROOM EXPECTATIONS:

- Honesty in all assignments

ACADEMIC INTEGRITY/HONESTY

(Fontbonne University 2009-2011 Catalog page 57)

Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students. A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply. The Fontbonne Catalog and the website provide further definitions of these violations.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests, or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering of one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader violations of academic integrity include, but are not limited to:

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes, or software; failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application for any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work; destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Individual instructors will set specific policies regarding academic integrity/honesty. In general students may expect to receive a 0 on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occur. Violations of academic integrity have a broad impact on the University and will result in University review and action. Faculty who observe violations of academic integrity are asked to report all violations to the Office of Academic Affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of materials, academic probation, or expulsion, depending on the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch and Fontbonne policy manuals.

- Regular attendance
Fontbonne University has a class attendance statement however, individual instructors have the discretion to formulate their own policies regarding attendance as long as they are within the University guidelines. Classroom attendance is crucial to derive the full benefit from your education (See attendance policy in the Fontbonne University 2009-2011 Catalog, p. 53). Respect for others, regardless of differences, should be carried out in the classroom setting and all other interactions.
- Grading standards are the prerogative of the instructor and are clearly spelled out in the course syllabus. See Fontbonne University 2009-2011 Catalog, p. 52 for grading definitions.
- Appropriate Dress: Refer to the section on Professional Meeting, Field Trips, Internships, Practicums and Field Based Experiences for more information about professional dress.

All members of the department, including students, faculty, and staff are expected to respect others, display honesty, take responsibility for personal actions, and generally conduct themselves in a manner befitting a mature individual professional. HES faculty, students, and staff will respect differences in belief, abilities, and the needs of those with whom they interact.

DISCRIMINATION BASED ON AGE, GENDER, RELIGION, SEXUAL PREFERENCE, DISABILITIES, RACE, OR SOCIOECONOMIC STATUS WILL NOT BE TOLERATED.

WHAT IS SHESA AND WHY DOES IT NEED YOU?

The Human Environmental Sciences Department has its own professional student organization known as SHESA, the STUDENT HUMAN ENVIRONMENTAL SCIENCES ASSOCIATION. This group is open to all HES students at Fontbonne. One of the best ways to meet other students who share your interests and career goals is to join this student organization.

MEMBERSHIP IN SHESA CAN:

- improve your leadership skills,
- give you more contact with faculty and professionals in your field,
- provide partial monetary support for professional development activities, and
- provide valuable networking opportunities for the future.

SHESA is the local student level of the American Association of Family and Consumer Sciences, a professional organization for all students in each area of specialization within human environmental sciences. SHESA meets regularly for educational programs, community service and social activities. The group also holds fundraisers to support these activities. Community service projects have included food drives, contributions to the Housing Resource Bank and Adopting-A-Family plus activities related to the Sunshine Mission.

Officers of the organization are elected each spring. Dues are nominal and all are encouraged to join. The primary focus of the activities of the Association is to develop leadership skills and support student participation in professional societies at their meetings.

PROFESSIONAL MEETINGS, FIELD TRIPS, INTERNSHIPS, PRACTICUMS AND FIELD-BASED EXPERIENCES

In order to provide a variety of experiences during the educational experience, the department encourages you to attend professional meetings pertinent to your particular program. Notices of these meetings are posted on the program area bulletin boards. Some funding from SHESA may be available for these meetings.

Field trips are an integral part of the curriculum for each program area. Such experiences provide you with the opportunity to see theory in practice and therefore participation in these is considered important to the development of the curriculum content. Every effort will be made to avoid infringing upon the time of other courses. However, should such an overlap occur, it is your responsibility to make the decision about the appropriateness of missing another class and also your responsibility to communicate your decision to all instructors involved. Dress on field trips should be appropriate to the site. Remember that you not only represent yourself but your peers, the department and the University.

In addition, work-site experiences are part of the curriculum. Sites for such experiences will be selected in collaboration with the instructor and/or supervisor for the experience with the final decision regarding placement being made by the instructor/supervisor. These experiences include: observations, practicums, internships, and other field-based experiences such as student teaching, retail assignments, and food service in a variety of settings. You will be supervised by both a faculty member and a site coordinator during these experiences and will be expected to conduct yourself in a professional manner at all times. For practicums, internships and field-based experiences, dress should be appropriate to the site. Some may require lab coats or white uniforms while others may require professional apparel.

Service to the community occurs through a variety of venues in HES. Service-learning is a means to bridge the gap between intellectual growth and civic responsibility to the community. In courses involving service-learning, you will have the opportunity to engage in issues in the community through service that directly relate to your course work, therefore applying course content and theory into real-world issues. In most cases, your service-learning hours will be completed outside of your normal face-to-face classroom hours.

PROFESSIONAL LIABILITY INSURANCE:

A student majoring in Dietetics must acquire Professional Liability Insurance prior to enrollment in HES 458 Foodservice Systems Practicum. The purpose is to protect the student against liability for any damages arising out of negligent acts errors, or omissions in connection with the student's performance to meet course requirements. The instructor for HES 458 will provide the students with information on how to obtain the professional liability insurance and the fee payment (see program costs section of this handbook). The HES Department submits the required application material and fee to the designated insurance company for processing and approval and maintains a file for the original forms. Students working in a food setting are also required to meet Health Code Standards including taking a Hepatitis A inoculation if needed.

In order to participate in off campus activities and experiences, **all HES** students are required to complete the Acknowledgement and Release Form (See Appendices).

SCHOLARSHIPS/AWARDS:

Scholarships are available from various professional organizations as well as several endowed or memorial scholarships. Information regarding scholarships is available at the Fontbonne University Financial Aid office. The faculty will also be glad to help you with the application process given adequate notice (at least two weeks prior to deadlines).

Annually, the department faculty gives a **Department Service Award** to a student who demonstrates extraordinary service in advancing the mission and goals of the University and department through SHESA, department, University and community service activities and projects. In addition, the department faculty gives an annual award for **Outstanding HES Senior** for a graduating student or students with the highest Fontbonne GPA and **Outstanding Senior Synthesis Paper/Presentation.**

A. Internal University Scholarships/Awards

Adelaide G. Heverly Welge Endowed Scholarship in Nutrition and Dietetics

Alumni/Welge Scholarship in Nutrition and Dietetics

AT&T Endowed Scholarship*

Bussmann – Gund Endowed Scholarship*

John and Audrey Naumann, '43, Steinfeld Endowed Scholarship

Juane W. Beresford Memorial Scholarship for Human Environmental Sciences

Karen Clark Castellano, '98 Endowed Scholarship

Mary Carol Anth, CSJ '57 Endowed Scholarship for Human Environmental Sciences

Robert and Leona Millman Memorial Scholarship

Tracey C. Marshall Endowed Scholarship in Honor of Janet S. Crites

Voertman Endowed Scholarship in Human Environmental Sciences

*Opportunity for HES and other departments

B. External University Scholarships/Awards

American InterContinental University – ITAA Fashion Marketing Award: The International Textile and Apparel Association (ITAA) and American InterContinental University (AIU) London offers an AIU-ITAA Fashion Marketing Award. For each \$5,000 to be applied towards tuition and housing costs (University coordinated housing only) during a regular academic term (10 week quarter) at the AIU London campus. The student must be enrolled as a undergraduate in a fashion design or product development curriculum that has a current ITAA member on the faculty.

Dietetic Association Scholarships: Scholarships are available to dietetics majors at the local, state, and national levels. For more information contact the St. Louis Dietetic Association, Missouri Dietetic Association, and American Dietetic Association Foundation.

Nordstrom Scholarship: Annual scholarship awarded to full-time Fashion Merchandising students in good standing.

The Fashion Group International (FGI) Scholarships: Annual scholarships are awarded to full-time fashion merchandising and design students who meet the requirements and participate in competitions.

Missouri Teacher Education Scholarship/Minority Teaching Scholarship

St. Louis Teachers of Family & Consumer Science Scholarship: This award is granted to a student pursuing a career in Family and Consumer Science Education.

For complete information about scholarship programs at Fontbonne University consult the Fontbonne University 2009-2011 Catalog pages 23-24. Application information is available through the Financial Aid Office or the HES Department Office.

Human Environmental Sciences Why are we together?

Individually and collectively we strive for human betterment by attempting to increase what is viewed as “the ultimate good.” Virtues that contribute to the ultimate human good are:

Economic adequacy	“riches” as opposed to poverty
Nourishment	as opposed to starvation
Adequate housing	as opposed to that which is inadequate
Essentials of life	such as clothing and health care
Justice	as opposed to injustice
Equality	as opposed to inequality in access to work, education and health care
Freedom	as opposed to coercion and confinement
Peacefulness	as opposed to warfare and strife
For all people	

These virtues may be considered universal values.

In addition, human environmental scientists have hope for and vision of the following virtues:

Health vs. sickness

Education and learning vs. ignorance

Loving and nurturing relationships vs. those that are hateful and destructive

Work that is productive and meaningful vs. that which is stultifying and unproductive

Work environments that help create personal identity vs. alienation

Experiences and systems that sustain meaning and a sense of community vs. meaninglessness and divisiveness

Beauty vs. ugliness

And human character that is trustworthy, generous, courageous and tolerant vs. that which is treacherous, misery, cruel, fearful and prejudiced.

Bubolz, M.M., & Sontag, M.S. (1993). Human ecology theory. In P.G. Moss, W.J. Doherty, R. LaRossa, W.R. Schumm, & S.K. Steinmetz (Eds.). *Sourcebook of family theories and methods: A contextual approach* (pp. 419-450). New York: Plenum Press.

FASHION MERCHANDISING

PROGRAM DESCRIPTION:

The Fashion Merchandising program provides a student with a diverse background that allows flexibility in career options. Specific employment opportunities include entering into executive training programs as wholesale and retail buyers, and becoming department managers, visual merchandisers, sales representatives, fashion promoters and marketers, product development managers and independent entrepreneurs. Establishments where recent graduates have obtained positions include Neiman Marcus, Nordstrom, Macy's, Dillard's, Build-A-Bear Corporate Offices, Brown Shoe Company, Nine West, The Limited, and The Gap. Beginning salaries for the graduate range from \$25,000 to \$35,000 depending upon background and previous work experience. If re-location is possible, career opportunities are also excellent.

Goals/Outcomes/Measures of the Fashion Merchandising Program:

1. Understand the global scope of the fashion industry, including, but not limited to design, production, buying and merchandising, and distribution.
2. Articulate the complex nature of consumer behavior as it relates to aesthetic preferences, economic and purchasing decisions, and social, psychological, historical, and cultural factors.
3. Demonstrate the skills necessary for fashion industry careers, including creativity, teamwork, positive attitude, and career planning.

ITAA FOUR-YEAR BACCALAUREATE PROGRAM META-GOALS 2008 INTERNATIONAL TEXTILE AND APPAREL ASSOCIATION

The International Textile and Apparel Association promotes the discovery, dissemination, and application of knowledge and is a primary resource for its members in strengthening leadership and service to society. The mission of ITAA is to advance excellence in education, scholarship and innovation, and their global applications. ITAA supports the development of competent professionals in post-secondary textile and apparel programs. In 1995, the organization adopted a set of recommended core competencies for voluntary use by member institutions for curriculum planning and review. In 2006-07, ITAA membership and industry professionals reviewed the original competencies for relevancy and currency. ITAA Council then approved the revised program meta-goals presented in this document.

FOUR-YEAR BACCALAUREATE PROGRAM META-GOALS APPROVED MARCH 2008

The goal of four-year college and university textile and apparel programs is to develop creative, knowledgeable, and effective professionals who are able to contribute to organizations in the global textile and apparel complex¹ and to society, and who are able to continue to grow personally and professionally following graduation. The guiding principle in the development of the program meta-goals presented below was to provide a structure that supports a variety of missions in textile and clothing programs. To that end, ITAA endorses these broad goals as a means of curricular development leading to a textile and apparel-related baccalaureate degree at individual institutions. These broad program goals represent a general framework of knowledge, skills, and behaviors that ITAA members believe are necessary to competently and ethically perform the activities necessary for success in the textile and apparel industry. Content and process knowledge goals address students' understanding of the nature of the industry and the theories, concepts, principles, and processes that are used to design and deliver products and ideas to consumers successfully. Professional attitudes and skills relate to the personal behaviors and abilities that are necessary to be successful in a career in the textile and apparel industry. These meta-goals are intended to be flexible enough to adapt to a dynamic industry and environment and to meet individual program needs.

ITAA FOUR-YEAR BACCALAUREATE PROGRAM META-GOALS 2008

CONTENT AND PROCESS KNOWLEDGE

Graduates of four-year baccalaureate textile and apparel programs should demonstrate ability in the following areas:

1. **INDUSTRY PROCESSES**, including the ability to:
 1. Understand and apply knowledge about the roles and functions of various industry sectors in which products are developed, produced, marketed, sold, and consumed, including construction, sourcing, manufacturing, marketing, and merchandising processes.
 2. Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.
 3. Evaluate product quality, serviceability, and regulatory compliance standards.
 4. e industry terminology in appropriate ways.
 5. Understand social, economic, and political boundaries as they relate to the diffusion of products, services, and ideas.
2. **APPEARANCE AND HUMAN BEHAVIOR**, including the ability to:
 1. Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems.

2. Understand and apply knowledge about the role of dress as it reflects and shapes intra and inter-cultural interactions.
 3. Understand and apply knowledge about the interrelationships among historic, sociocultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture.
3. **AESTHETICS AND THE DESIGN PROCESS**, including the ability to:
1. Understand and apply knowledge about aesthetics² and the design process in relation to dress and appearance management.
 2. Use the design process to create products that meet marketplace needs.
 3. Understand how aesthetics and the design process can support quality of life, social responsibility, and sustainability³
 4. Relate the elements and principles of design to product development, use, and evaluation.
 5. Understand the role of historical, socio-cultural, and psychological factors in aesthetic expression.
4. **GLOBAL INTERDEPENDENCE**, including the ability to:
1. Understand how dynamic and diverse political, cultural, and economic systems impact industry processes.
 2. Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.

PROFESSIONAL ATTITUDES AND SKILLS

Graduates of four-year baccalaureate textile and apparel programs should demonstrate ability in the following areas:

1. **ETHICS, SOCIAL RESPONSIBILITY, AND SUSTAINABILITY**, including the ability to:
 1. Identify and evaluate issues of social responsibility, professional behavior, and ethics related to the impact of individual, organizational, and corporate decision making.
 2. Analyze and evaluate issues related to environmental sustainability and environmental impact as they relate to industry activities and processes.
2. **CRITICAL AND CREATIVE THINKING**, including the ability to:
 1. Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

2. Identify and understand social, cultural, economic, technological, ethical, political, educational, language, and individual influences on industry issues.
 3. Apply quantitative and qualitative skills to problem solving within the textile and apparel complex.
 4. Use appropriate technology to facilitate critical, creative, quantitative, and qualitative thinking within the textile and apparel complex.
3. **PROFESSIONAL DEVELOPMENT**, including the ability to:
1. Communicate ideas in written, oral, and visual forms using appropriate technology.
 2. Function as team members and leaders within professional and culturally diverse environments.
 3. Demonstrate the ability to critique one self and others constructively.
 4. Apply career planning concepts and job search strategies to the diverse industry opportunities.

A. CURRICULUM:

The Bachelor of Science degree in Fashion Merchandising is in the Department of Human Environmental Sciences. The fashion merchandising curriculum combines a specialized core of fashion classes and areas of emphasis to give the students the opportunity to choose from a variety of career options. Students may choose one or more of the following areas: Business Administration, Graphic Design, Public Relations, and Advertising or any other minor or group of classes that would enhance the fashion merchandising major.

The fashion courses provide students with a thorough understanding of textile and apparel industries, including apparel and textile production and evaluation methods, business skills relevant to merchandising fashion products, including buying techniques, management skills, marketing processes, as well as fashion forecasting and promotion methods.

¹ Global Textile and Apparel Complex is defined as the interaction of the design, product development, and merchandising processes, to retail organizational structures and formats, and to channels of distribution in a global market place.

² Aesthetics is defined as the branch of philosophy concerned with the study of beauty and the psychological responses it evokes, the quality of an object or event, and why it is pleasurable to the senses.

³ Sustainability is defined as keeping something in existence or maintaining it without destroying or depleting.

Source: <http://www.itaonline.org/www/default/index.cfm/about-ita/meta-goals/>

B. SPECIAL PROGRAM FEATURES AND OPPORTUNITIES:

Fontbonne's Fashion Merchandising program offers unique educational opportunities beyond the classroom. Examples of experiential educational opportunities are:

- Travel study tours to major markets in the United States including Dallas, New York City, Chicago, and Kansas City.
- Monthly programs sponsored by The Fashion Group International of St. Louis to network and meet industry professionals.
- Field trips affiliated with classroom work to sites such as Brown Shoe Company and Missouri Historical Society-Costume collection and numerous retail businesses.
- Shadowing Opportunities (mini-mentoring). See Career Development section.
- Four to six credit Junior or Senior Internship. See internship section.

REQUIREMENTS / STANDARDS / COSTS

REQUIREMENTS:

- All undergraduate degrees require the completion of a minimum of 128 credit hours listed on the Fashion Merchandising Curriculum guide sheet.
- Students must apply for Major Approval at the completion of the second semester of sophomore year or at the completion of one semester full-time as a transfer student beyond the sophomore year. To receive Major Approval, a student must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses in the major and their prerequisites.
- Students must have a minimum of 100 hours of retail experience prior to the semester of the junior year.
- Students who choose a double major or minor in a specific area of emphasis must complete the required forms and secure an advisor in the area as soon as the decision has been made. Students must continue to work with the fashion merchandising faculty when registering for courses.
- Students must successfully complete 200/300 hours for their Internship with an approved institution or company.
- Students must maintain the minimum cumulative GPA of 2.0 with a 2.5 in HES courses and their prerequisites to graduate from the program. See Section 3 Academic Standards and Degree Requirement.

STANDARDS

- Attendance: Regular attendance is vital to fashion classes. The curriculum includes labs that are extremely difficult to make-up and attendance is critical in such classes. There is a strong correlation between student who do well and those who attend class regularly.
- Field Trips/Travel Tours/Internship/Shadowing Project: The fashion merchandising student is frequently presented with opportunities to work and interact with fashion industry professionals. Professionalism, shown in attitude and actions, is expected

of all students at all times. This includes being courteous, respectful and expressing a positive attitude as well as dressing and speaking appropriately.

- Merchandising Laboratory: The laboratory used for textiles, visual merchandising, apparel construction and evaluation course work enhances learning experiences. It houses machines, equipment, chemicals and props which must be properly maintained by students during and after use.

COSTS:

In addition to tuition, course and laboratory fees, and textbook costs, the students in Fashion Merchandising can expect to incur the following expenses:

- Materials for Apparel Construction, Evaluation, Visual Merchandising and Essentials of Fashion classes.
- Transportation costs for Internship and field trips.
- Fees for professional programs/meetings.
- Fees for travel study tours.

INTERNSHIP

A vital component of the program is an intensive, in-depth junior or senior internship which emphasizes on-the-job training specifically related to career goals.

Faculty work with students individually to place students where they would receive the best possible training to meet their career goals. Most students choose a retail institution in which to complete their internship but other choose from a variety of sites, including marketing offices, museum costume collections, wholesale businesses consulting businesses, and product development companies.

During the fall semester, juniors and seniors enroll in HES 459 Internship Preparation Seminar. This prerequisite for HES 460 Internship covers all aspects of preparing students for their summer or fall internships including self assessment, resume and cover letter development, site investigation, information interviews and mock interviews.

The internship includes on-site work, daily journals, weekly reports, assignments, and on-campus seminars; the internship lasts approximately between 10 and 15 weeks. Many students find employment after graduation at the site of their internship.

PROFESSIONAL DEVELOPMENT

Students are encouraged to begin early preparing themselves for the job market. There are several ways that the students can begin professional development while completing their degree.

Networking: An integral part of a student's career development is networking. Important contacts can be made when students take an active role in the opportunities provided in the Fashion Merchandising program. It is highly recommended that students take part in The Fashion Group International (FGI) St. Louis monthly meeting and programs, travel study tours, shadowing and field trips.

Portfolio: The portfolio is a critical tool that will show evidence of and promote one's talents upon entering the job market. Students should develop and maintain a portfolio from research projects, trend reports, papers, and photographs of displays and design boards from the courses taken in the curriculum.

Shadowing Opportunities: Shadowing is an excellent professional development opportunity. Students work one-on-one with a fashion industry professional and are exposed to the tasks, responsibilities, personal qualities and characteristics required for a specific fashion career.

FASHION MERCHANDISING ADVISORY BOARD

In order to ensure that Fontbonne's Fashion Merchandising majors acquire an education that accurately identified job needs of the community, the faculty has established the Fashion Merchandising Advisory Board. This board provides a critical link between higher education and the local and regional institutions including manufacturers, product development, retail and art communities. The Advisory Board works to identify current career demands, job requirements, and technological advances in the Fashion Merchandising area. The board is composed of people in the business community who share their professional expertise and play a key role in planning, revising and maintaining curricula. This partnership assures that the Fashion Merchandising program continues to be a vital one in today's market and prepares student for realistic careers.

PROFESSIONAL ORGANIZATIONS

The Fashion Group International: The Fashion Group International (FGI) is a global, non-profit, professional organization with 5,000 members in the fashion industry including apparel, accessories, beauty and home. The FGI mission is to be the pre-eminent authority on the business of fashion and design and to help its members become more effective in their professional lives. The Fashion Group International offers insight on major trends in person, online and in print.

The Fashion Group of St. Louis is the regional organization of FGI. The group supports local women and men in fashion related businesses and sponsors exciting and formative monthly programs that students are welcome to attend. Rogene Nelsen, Beth Schlegel, Angie Dowell and Louise Anderson are Executive Regional Members. Rogene Nelsen and Beth Schlegel serve on the Board of Directors. Beth Schlegel is the current Regional Director of the St. Louis Region. Students encouraged to join The Fashion Group as an Associate Member upon graduation for networking and professional opportunities.

International Textile and Apparel Association: The International Textile and Apparel Association Inc., (ITAA) is a non-profit educational and scientific organization dedicated to providing opportunities for interaction among textile, apparel and retail scholars in education, business, government and industry. ITAA has members in the United States and numerous other countries. Both fashion merchandising faculty members are members of ITAA.

The Costume Society of America: The Costume Society of America is a non-profit organization for individuals affiliated with museums, historical societies, educational institutions such as teachers, designers, and scholars to provide a forum for opinion and information in all facets of costume work. Joyce Starr Johnson is an active member of CSA.

The American Association of Family and Consumer Sciences (AAFCS): this is the national professional association for the discipline of human environmental sciences and all of its areas of specialization. Students are eligible for membership in the Student Member Section of AAFCS and will receive the Journal of Family & Consumer Sciences as part of their paid membership.

Worth Global Style Network (WGSN)

WGSN is the leading global fashion service providing online research, trend analysis, and news to the fashion, design, and style industries. It is based in London with offices in New York, Hong Kong, Seoul, Los Angeles, Melbourne and Tokyo. It is available to and used by major international companies and professionals in the fashion business. **This is an extremely important internet web site for fashion merchandising majors to be familiar with and use.**

Fontbonne University has secured a license agreement and access to WGSN through its library system via special IP address information. All Fashion Merchandising faculty will use this source in their classes. Complete directions to log onto WGSN will be give in all fashion merchandising course syllabi.

**Curriculum Guide for a Major in
FASHION MERCHANDISING**

First Year (I)

HES 106	Essentials of Fashion	3
PSY 100	or SOC 100*	3
ENG 101	Composition I	3
COM	Oral Communication* (COM 102 preferred)	3
HES 108	Fundamentals of Sewing Technologies	1
GOV 101	US & MO Constitutions	1

First Year (II)

HES 105	Personal, Prof., & Cultural Dress	3
HES 107	The Fashion Industry	3
ENG 102	Composition II	3
MTH	Mathematics*	3
CIS	CIS 110 or CIS 111*	3
INT 199	Information Navigation and Evaluation	1

Summer Freshman Year

CHM 102/3	Essentials of Chem/Lab*	4
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Sophomore Year (I)

HES 200	Apparel Product Dev. (P)	4
HES 202	Textiles (P)	3
BUS 233	Principles of Marketing	3
HST	History*	3
HES 291	Foundations in Human Environ. Sciences	3

Sophomore Year (II)

HES 205	Apparel Prod. & Evaluation (P)	4
HES	Nutrition requirement: HES 213, 214, or 119	2-3
FINE ARTS	Art/Music/Theatre*	3
PHL	Philosophy 110 or 260*	3
BIO 108	Intro to Life Sciences	3

MAJOR APPROVAL REQUIRED DURING SECOND SEMESTER SOPHOMORE YEAR.

RELATED WORK EXPERIENCES ESSENTIAL BY BEGINNING OF JUNIOR YEAR.

Junior Year (I)

HES 308	History of Costume (P)	3
HES 309	F.M. Strat. I: Store Plan. & Vis. Merch. (P)	4
ENG	Literature*	3
REL	Religion (F)	3
HES 459	Internship Preparation Seminar	2

Junior Year (II)

HES 307	Fashion Behavior & Forecasting (P)	3
HES 310	F.M. Strat. II: Promotion In Merch. Env. (P)	4
HES 397	Advocacy in Professional Practice*	3
BUS ELEC	Consult with advisor to select course	3
	Minor/Elective Course	3

Summer Junior Year

HES 460	Internship (summer or fall) (P)	4-6
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Senior Year (I)

HES 405	Princ. of Fashion Merch. & Management (P)	3
HES 460	Internship (summer or fall) (P)	4-6
	Minor/Elective Course (HES 266 recommended)	3
	Minor/Elective Course	3
	Minor/Elective Course	3

Senior Year (II)

HES 406	Merch. Buying: Planning & Control (P)	3
HES 497	Senior Synthesis in HES (P) (R)	3
	Minor/Elective Course (HES 469 recommended)	3
	Minor/Elective Course	3
	Minor/Elective Course	1-3

To be eligible for Major Approval in Fashion Merchandising, a student must must maintain a cumulative 2.5 GPA for HES courses and their prerequisites. This must be maintained to remain in the program.

Req.: Human Environmental Sciences	59-61 semester hours
Req.: Non-Human Environmental Sciences	48 semester hours
Minor Courses/Electives:	19-21 semester hours
Total hours for graduation	128 semester hours

* indicates General Education Requirement
(F) indicates Fontbonne University Graduation Requirement
(P) indicates that a prerequisite is required for this course. Please refer to the University catalog for more information

(over)

Revised 4/2010

BACCALAUREATE DEGREE REQUIREMENTS

All students seeking the baccalaureate degree must adhere to the following requirements:

1. Fontbonne University requires a minimum of 128 credit hours with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. A department or program may require a higher minimum cumulative GPA for the degree, major requirements, certificate, etc. The Fashion Merchandising program requires a minimum cumulative 2.5 GPA in all HES courses and their prerequisites.
2. At least 32 of the 128 credit hours to be completed at Fontbonne University to meet the minimum residency requirement.
3. Completion of the minimum 42 credit hour general education requirement.
4. Completion of all requirements for the major as stipulated by the department in which the major program is offered.
 - a. Completion at Fontbonne of a minimum of 50 percent of the credit hours required for the major, minor, concentration or certificate.
 - b. Completion at Fontbonne of a minimum of 15 credit hours of the major requirements as upper division (300/400 level) course work.
 - c. Completion of a capstone course/experience.
 - d. Completion of the minimum cumulative grade point average required for the major.
 - e. Completion of each course required for the major, minor, concentration, or certificate with a minimum of a C- grade.
5. Completion of a minimum of one course in religion as a graduation requirement. This course must be completed with a letter grade.
6. Completion of all degree/graduation requirements.
7. Completion at Fontbonne of the final 12 credit hours applicable to the degree. A student may not take courses required for the degree at another institution during the semester in which the degree is conferred. The student should not take inter-institutional courses during the semester in which the student expects to graduate due to the unavailability of a timely final transcript from the other institution's registrar's office.

MAJOR APPROVAL

A student is not officially accepted in a major until the major approval process has been successfully completed. A student who enters Fontbonne as a freshman must obtain major approval during the spring semester of the sophomore year, usually after completion of 45 credit hours at Fontbonne. Transfer and second degree-seeking students must also obtain major approval. Ordinarily, this is done after completing the equivalent of one full-time semester (a minimum of 12 credit hours) at Fontbonne.

The student must complete an application form for major approval (available in the registrar's office). To receive major approval the student must be in good standing and meet the department requirements for the major. A student who does not meet the requirements for major approval may be accepted into the major with qualifications that must be met within a specific time frame, or a student may be rejected from the major. No department is obligated to approve a request for major approval merely because a student has accumulated the specified minimum number of credit hours in that area.

Additional Coursework

A student pursuing two majors must obtain major approval from the department chairperson of each major in order to assure proper advising. Students pursuing a minor should also inquire about any curriculum changes. The HES Department does not administer these programs.

Fashion Merchandising majors are encouraged to select a minor or a group of courses from the choices listed below

Minor in Business Administration

BUS 202	Principles of Macro Economics
BUS 205	Financial Accounting I
BUS 230	Management Principles
BUS 233	Marketing Principles
BUS 343	Managerial Finance I
CIS 100	Computer Tech: Issues & Applications
MTH 115	Intro. to Statistics

Minor in Graphic Design

ART 110	Design
ART 215	Graphic Design II
ART 280	Photography
ART 302	Web Design
ART 318	Digital Imaging
ART 4XX	400-level graphic design course

Public Relations (not a minor)

ART 115	Graphic Design 1
BUS 233	Marketing Principles
COM 208	Newspaper Workshop
COM 250	Principles of Public Relations
COM 340	Cases and Campaigns
ENG 309	Journalism: Reporting and Education Writing
ENG 310	Journalism: Feature Writing and the Interview
BUS 336	Advertising
Recommended	
COM 360	Practicum in PR (1-6 credits)
COM 450	Internship in PR (1-6 credits)

Minor in Advertising

ART 115	Graphic Design I
BUS 357	Consumer Behavior
COM 380	Persuasion
INT 293	Research Study Design & Evaluation
OR	
BUS 396	Market Research
ADV 201	Introduction to Advertising
ADV 301	Advertising Strategies
ADV 320	Advertising Copywriting

Revised 4/2010

Appendices

**FONTBONNE UNIVERSITY
STUDENT'S REQUEST**

Name: _____

SS#: _____

I.D. #: _____

Date of Request: _____

I give my permission for the Registrar's Office to provide the information I have requested to the address I have indicated below. (I understand my Social Security Number and/or grades will be given).

Signature: _____

REQUEST FOR:

_____ Degree Completion Letter (prior to Degree posting - only)

Degree(s): _____

Major(s): _____

Date of Completion: _____

_____ Insurance Letter/Enrollment Letter: (verification through current semester only)

Semester(s): _____ Full-time: _____ Half-time: _____

_____ Student Grade Report: (semester) _____

_____ Other (please explain): _____

.....

_____ Pick Up: _____ (Date)

_____ Fax To: _____

_____ Mail To: _____

The American Psychological Association (APA) Writing Style:

- The 6th edition is the required writing style for all research papers submitted in the Department of Human and Environmental Sciences.
- Is a standardized, formal method of written communication designed to meet the needs of both writers and readers of term papers, essays, master's theses, doctoral dissertations, journal articles, and reports or books.
- Is an effective way to organize and communicate technical information
- Dictates specific rules for format, punctuation, grammar, quotations, and citations in text references.
- Enables students to communicate in a way that is familiar to and is accepted by the people for whom they are writing.

Copies of the Publication Manual of the American Psychological Association (sixth edition) manual are available in East 117, and at the Reference Desk in the Fontbonne University library. Since this textbook serves as a key reference in many HES courses, it may be advantageous for you to have your own copy. The APA manual is available for purchase at the Fontbonne University Bookstore.

Graduate School Tips

Human Environmental Sciences Department Fontbonne University

So What Do You Want to Do When You Grow Up?

What appears to be a simple question, is actually quite complicated for many people, simply because our interests change over time, based on a variety of experiences. Certainly one of the steps in working to answer this question is considering the educational requirements to accomplish what you envision for yourself. While in pursuit of a bachelor's degree is an easy decision for many, the idea of graduate school doesn't surface until later for many adults. Perhaps most important when exploring career options, is being open to the possibility of graduate school – it is never too early to begin preparing for graduate school!

Begin researching the jobs that you envision for yourself:

- What is the job outlook?
- What are the education requirements?
- What other career possibilities might the job bring?
- What is the potential salary?
- In what geographic areas can this job be found?

Questions such as these can be researched through the United States Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, available online at:

<http://www.bls.gov/oco/>

- Talk with your faculty advisor and other faculty at Fontbonne University
- Research the graduate school requirements
- Graduate institutions will (typically) ask you for the following:
 - Self Statement
 - Letter of recommendation from multiple individuals
 - Transcripts from all post-secondary institutions
 - GPA: graduate programs look for a minimum of a 3.0/4.0 GPA

What to Do NOW!

- Explore jobs and their respective requirements
- Talk with faculty to gather more information and insights into possible programs
- Apply yourself to your studies!!
 - Maintain your GPA
 - Develop networking skills with faculty and professionals in the field.
 - Hone your written and oral communication skills:
 - especially research skills
 - Practice speaking from an academic perspective
 - Read widely –
 - Professional literature
 - Culture literature
 - News/current events
 - Prepare for the GRE (Graduate Record Exam)

ACKNOWLEDGMENT AND RELEASE

For Internships, Field Study, Career Placement, Service Learning and Volunteer Opportunities

1. **Participation in Program.** I, the undersigned Participant, plan to participate at an off-campus location ("Site") in an approved internship, field study, career advisory placement, service learning, volunteer opportunity or other similar program approved by Fontbonne University ("University"), as further described below ("Program"). The undersigned represents that Participant is familiar with and agrees to abide by all applicable policies and requirements of the Site and of the University in connection with the Program, including but not limited to attendance, work rules, reporting, safety requirements, drug and alcohol use, and performance of work using the Site's facilities and equipment. The undersigned has read and understands this document.

2. **Discharge and Release.** TO THE FULLEST EXTENT PERMITTED BY LAW, THE PARTICIPANT (AND PARTICIPANT'S PARENT(S)/GUARDIAN(S), IF APPLICABLE) HEREBY ASSUMES ALL RISKS AND, ON BEHALF OF THE PARTICIPANT AND THE PARTICIPANT'S GUARDIANS, EXECUTORS, HEIRS, SUCCESSORS AND ASSIGNS, RELEASES AND DISCHARGES FOREVER, THE UNIVERSITY AND SITE AND EACH OF THEIR RESPECTIVE TRUSTEES, DIRECTORS, OFFICERS, EMPLOYEES, AGENTS AND REPRESENTATIVES (COLLECTIVELY, THE "RELEASEES") AND THEIR RESPECTIVE SUCCESSORS AND ASSIGNS FROM ANY AND ALL LIABILITIES, CLAIMS, ACTIONS, RIGHTS, DEMANDS, DAMAGES AND EXPENSES OF ANY KIND OR NATURE, INCLUDING DEATH, WHETHER KNOWN OR UNKNOWN, PAST, PRESENT OR FUTURE, DIRECTLY OR INDIRECTLY ARISING OUT OF OR IN ANY WAY CONNECTED WITH PARTICIPANT'S PARTICIPATION IN THE PROGRAM.

3. **Insurance and Indemnification.** The undersigned agrees that, during Participant's participation in the Program, Participant will be covered by adequate policies of comprehensive health, liability and auto insurance. Participant (and Participant's parent(s)/guardian(s), if applicable) hereby agrees to indemnify, defend and hold harmless the Releasees from and against any and all liabilities, damages, costs and expenses, including reasonable attorneys' fees and defense costs, which the Releasees may incur arising out of claims by third parties relating to Participant's actions, errors and/or omissions in connection with the Program.

4. **Consent to Emergency Medical Treatment.** In case Participant is unable to consent at the time due to injury or illness, the undersigned hereby consents to administration of emergency medical treatment to Participant for any such injury or illness that may occur during Participant's participation in the Program.

DESCRIBE PROGRAM (also include location of Site and dates of participation):

PARTICIPANT NAME:

BIRTH DATE:

PARTICIPANT SIGNATURE:

DATE:

PARTICIPANT PHONE:

(home)

(business)

(mobile)

If Participant is younger than 18 or otherwise unable to consent, Parent/Guardian please complete the following:

PARENT/GUARDIAN NAME:

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN PHONE: _____

(home)

(business)

(mobile)

Emergency contact: _____

(name)

(home phone)

(business phone)

(mobile phone)

Are there any important medical considerations about you that should be known in case of an emergency (allergies, medications, conditions, etc)? _____

HOW TO BE SUCCESSFUL AT FONTBONNE UNIVERSITY

The following factors are crucial to your success in a university.

1. **Understand why you are attending a university.** Identify specific goals and a useful goal-setting process for yourself.
2. **Learn what resources your campus offers and where they are located.** Fontbonne has academic and personal support services that are free and confidential. Successful people use them.
3. **Know how to find information on campus, including at the library.** The library isn't as formidable as it might seem, and it offers a wealth of resources. The librarians are there to help you.
4. **Make use of your academic advisor.** Your advisor is there to guide and support you. You should take the opportunity to meet with your advisor at times other than registration.
5. **Members of the campus community care about your survival. Get to know at least one.** It takes only one person to make a difference. It might be the leader of your orientation seminar, an instructor, an academic advisor, someone at the career or counseling center, a dean, or an advisor to a student organization. You will need to take the initiative to establish this relationship, but it will be well worth it.
6. **If you are attending classes full time, try not to work more than 20 hours per week.** Most students begin a downhill slide academically when they work beyond 20 hours per week. If you need more money, talk to a financial aid officer. Students who work on campus tend to do better in classes and are more likely to stay enrolled than those working off campus.
7. **Set up a daily schedule and stick to it.** If you can't do it alone, find someone in the Kinkel Center for Academic Resources or in the Counseling Center to assist you. Get a day timer or "week at a glance" calendar from the bookstore. Assign sufficient time for study, sleep, work, and recreation. If you have family or work obligations, find ways to balance them with academic demands.
8. **Assess and improve your study habits.** Find out about your own learning style. This will help you learn how to take better, more efficient notes in class, and be more successful on tests. The Kinkel Center for Academic Resources, the MAP (Managing Academic Progress) program, and the Counseling Center can assist you.
9. **Develop critical thinking skills.** Challenge, ask why, and look for unusual solutions to ordinary problems and ordinary solutions to unusual problems.
10. **See your instructor outside of class.** It's okay to go for help. Students who interact with instructors outside of class tend to stay in college longer.
11. **Improve your writing.** Employers want graduates who can write. Write every day; the more you write, the better you will write. The Kinkel Center is there to provide assistance.
12. **Show up for class.** When asked what they do differently if they could do it all over again, most seniors say, "Go to class and participate. Be there!"
13. **Join a study group.** Studies have shown that students who study in groups get the highest grades and survive college better.
14. **Develop your computer skills.** You should be comfortable with basic file manipulation, the use of a standard word processing program, and e-mail.

15. **Try to have realistic expectations.** At first you may not make the grades you could be making or made in high school. If you were a star athlete in high school, you might not be in college. Develop realistic goals for yourself.
16. **Make at least one or two close friends among your peers.** Choose your friends for their own merits, not what they can do for you. In college, as in life, you become like those with whom you associate.
17. **If you're not assertive enough, take assertive training.** Check at the Counseling Office for workshops on assertiveness training. Learn how to stand up for your rights in a way that respects the rights of others.
18. **Get involved in campus activities.** Visit the Student Development Office. Work for the campus newspaper. Join a club or organization, or campus ministry. Play intramural sports. Most campus organizations welcome newcomers---you're their lifeblood. Students who join even one group are more likely to graduate.
19. **Take your health seriously.** How much sleep you get, what you eat, whether you exercise, and what decisions you make about such things as drugs or alcohol, all contribute to your well-being. Be good to yourself and you'll be happier and more successful. Find healthy ways to deal with stress. The Counseling Office can help you.
20. **Visit the Career Center early in your first year.** See a career counselor before you get too far along in college, even if you have chosen your academic major. Discuss career opportunities with your Academic Advisor.
21. **Assume responsibility for your own education**---it's your education, not your advisor's and not your friend's. Good Luck!

Adapted for Your College Experience: Strategies For Success by John Gardner, A. Jerome Jewler, and Mary-Jane McCarthy. Concise Second Edition, Wadsworth Publishing Company, 1996.

HOW YOU AND YOUR ACADEMIC ADVISOR SHOULD WORK TOGETHER

Welcome to Fontbonne University. You are assigned an academic advisor to assist you in making appropriate decisions about your program of study and in exploring a wide range of academic and professional opportunities. The following suggestions are offered to clarify what you can anticipate from your advisor and what your advisor in turn will expect from you.

Student	Advisor
1. Meet with your advisor frequently throughout the semester	Post office hours and adhere to the schedule
2. Make and keep appointments or call if it is necessary to change or cancel an appointment	Keep appointments, or call if it is necessary to change or cancel an appointment. Be on time.
3. Be willing to discuss school work, study habits, academic progress, etc.	Be familiar with the student's academic background. Help the student explore options or alternatives. Be a good listener.
4. Come with specific questions in mind.	Provide accurate and specific information.
5. Come with necessary materials (pencils, registration materials, schedule of classes, forms, Catalog, etc.)	Have on hand resource materials (Advising Handbook, Catalog, schedule of classes, etc.)
6. Make decisions about academic and professional opportunities, choice of major, selection of courses.	Suggest options about academic and professional opportunities, choice of majors, and selection of courses.
7. Build a class schedule free of time conflicts.	Check the schedule for appropriate selection of courses, review the registration form for correct and complete information, and sign the form.
8. Ask about the sources of information.	Suggest other sources of information and make referrals if necessary (Kinkel Center, Counseling Center, Financial Aid).

WHEN YOU SHOULD SEE YOUR ACADEMIC ADVISOR

1. To address any problems which affect academic performance.
2. To select courses for the upcoming semester (during Advising week)
3. To add or drop a course.
4. To discuss academic progress.
5. To explore academic and/or professional issues.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment rather than dropping in without one.
3. If it is necessary to drop in without an appointment, try to come at a time when your advisor has office hours. Allow time in case you have to wait.
4. Since the first and last two weeks of each semester are usually the busiest for your advisor, schedule longer conferences (to discuss issues such as possible majors) during the middle part of the semester. Remember, you have one advisor, but your advisor has numerous advisees.
5. If your advisor does periodic group advising, be sure to be there – your peers may have questions you never thought of and you may have questions they never thought of.

WRITING IN HUMAN ENVIRONMENTAL SCIENCES

The Department of Human Environmental Sciences is comprised of four program areas whose content directly impacts the health and well being of individuals, families and communities. Human Environmental Sciences students majoring in Dietetics, Early Childhood, Family and Consumer Sciences, and Fashion Merchandising study together to develop a broad sense of our professional and Fontbonne University missions, that both call students to serve people in need. HES students study together through three core courses that explore the foundations of HES (HES 291) and its role in professional advocacy (HES 397), leading to a synthesis of studies in the Capstone course (HES 497). Throughout the HES Core coursework, written, oral, and visual communication skills are introduced/practiced, and improved upon, complementing the strategies used that are specific to each program area. Because the discipline of Human Environmental Sciences envelops the needs of individuals, families, and communities, HES students must develop communication skills that allow them to successfully engage with a variety of audiences, from young children to senior citizens, who demonstrate a multiplicity of needs. Most importantly, HES graduates must be able to communicate to their respective audiences with sensitivity. Throughout the HES Core and programmatic coursework, graduates enter the next phase of their lives (work, graduate school, internships) prepared to gather, summarize, interpret, evaluate, and generate information that is communicated to their respective audiences effectively.

DIETETICS

Dietetics students can expect to develop the ability to write clear, detailed, and succinct scientific lab reports. In addition, the ability to generate brief synopses is further practiced in the writing of abstracts and other types of research summaries. A variety of assignments are employed to develop such higher order thinking/writing skills that might include developing case study responses and completing essay exams. Additionally, students can expect to develop skills in grant writing.

EARLY CHILDHOOD

Early childhood students can expect to develop the technical writing skills vital to accurate reporting of observational data that is inherent to working with young children. Students will experience a variety of assignments that might include the writing of research papers and synthesizing research abstracts. In addition to the technical writing skills associated with documentation and curriculum development, early childhood students must develop the skills to communicate with sensitivity to a variety of constituents. Students can expect a variety of reflective writing assignments to enhance these skill sets necessary to working with, and on behalf of young children.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences (FCS) students will be prepared for both the technical and reflective writing skills necessary to the profession. Students will experience a variety of assignments that might include the writing of research papers and abstracts, and will be further challenged to incorporate this data into meaningful lessons that effectively communicate such knowledge to a specific audience. FACS students can expect writing assignments that foster both the ability to critique as well as the ability to assert one's own reasoned judgments, especially in light of relating theory and practice.

FASHION MERCHANDISING

The Fashion Merchandising program prepares students for a wide array of career paths to meet the multifaceted demands of the complex fashion industry. A variety of learning experiences embedded within the Fashion Merchandising curriculum will develop the writing skills necessary for the graduate who must write for both consumer and professional audiences. Students in the Fashion Merchandising program can expect to develop writing skills specific to functions within the industry, including, but not limited to, research and report writing, historical and trend analyses, case studies, and business applications such as press releases, signage, email, and professional correspondence. Students will be asked to employ reflective writing and higher order thinking skills that will hone their ability to observe, interpret, and evaluate important issues through a variety of lenses to increase their problem solving abilities. Please refer <http://www.fontbonne.edu/downloads/WritingatFontbonne.pdf> for more information.

Both faculty and students have responsibilities within the classroom. In order to maximize teaching and learning at Fontbonne University, Teaching Circle members have developed the following list of some of the primary responsibilities of both faculty and students.

Classroom Responsibilities

Fontbonne University Faculty Responsibilities

The Instructor

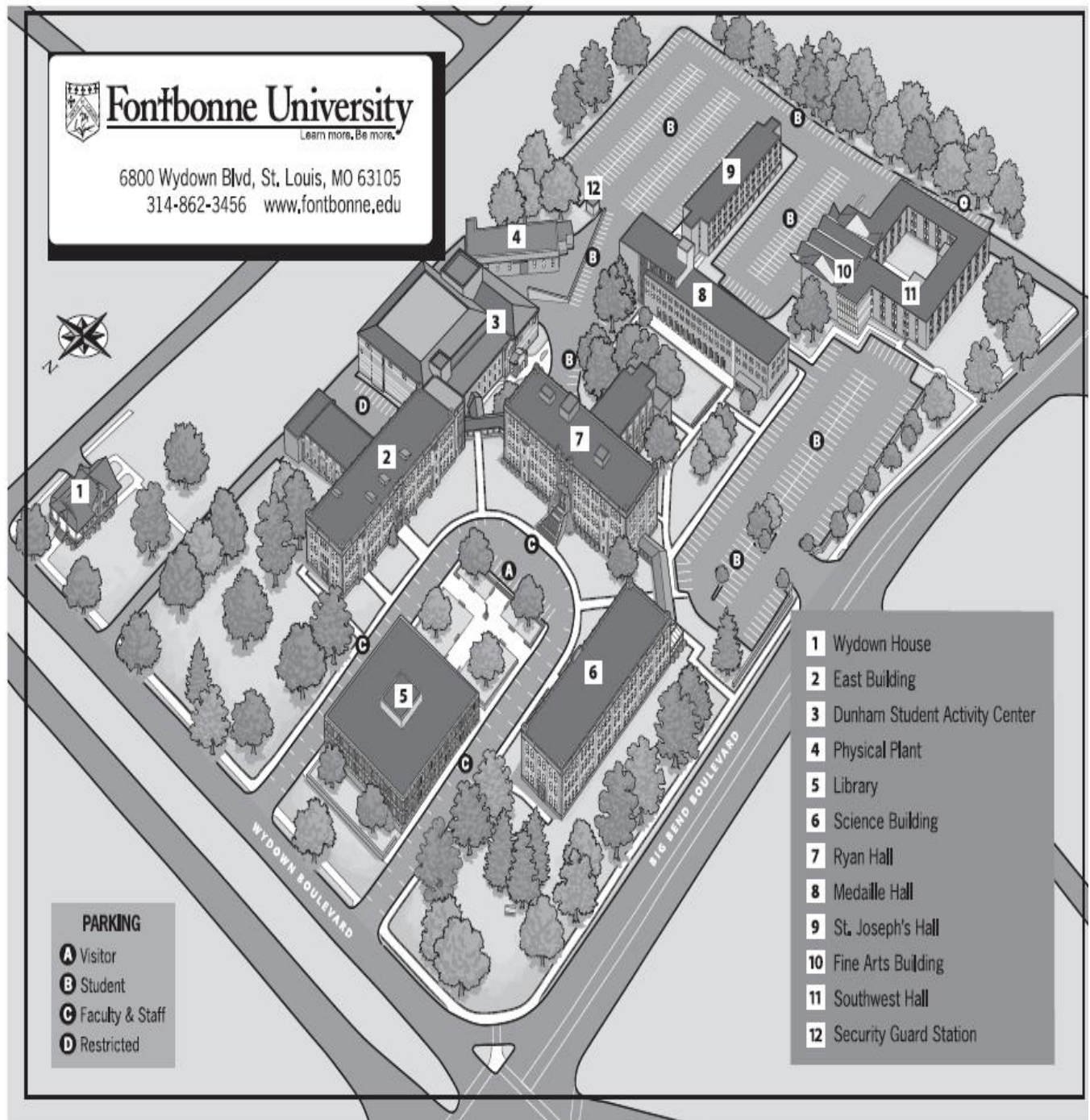
1. Shows respect for students and other faculty.
2. Does not discriminate against any student for any reason.
3. Sets standards for excellence in student work.
4. Encourages student participation in discussion, when appropriate.
5. Is open-minded and responsive to student questions and comments.
6. Uses effective examples in class to aid students' understanding
7. Uses a variety of teaching methods to address different learning styles.
8. Is available outside of class for consultation.
9. Is prepared for each and every class.
10. Shows enthusiasm about the subject material.
11. Demonstrates knowledge of the subject.
12. Shows interest in students' success outside the classroom.
13. Begins and ends each class on time.
14. Uses textbook(s) as an integral part of the course, if a text is required.
15. Develops a clear syllabus with an explicit description of course requirements and grading policy.
16. Adheres to the syllabus or clearly explains any changes
17. Develops a clear and fair attendance policy, in accordance with university policies
18. Provides timely feedback on tests, papers and projects.
19. Develops tests and assignments which fairly and accurately assess the knowledge gained in the course.
20. Maintains involvement in professional field.

Student Responsibilities

The student

1. Makes education one of his/her top priorities.
2. Prepares for each class by completing all readings and assignments.
3. Attends class regularly.
4. Comes to class on time.
5. Remains until class is over.
6. Asks relevant questions in class for clarification or seeks help outside of class, if necessary
7. Pays attention during class.
8. Studies approximately 2 hours per week for each credit hour taken (undergraduates);
3 - 4 hours (graduates).
9. Adheres to policies regarding academic honesty.
10. Submits complete assignments on time, according to instructors' requirements.
11. Informs the instructor of any special circumstances in a timely manner. (e.g. athletics, ADA accommodations)
12. Participates in relevant class discussions.
13. Shows respect for other students and instructor in the classroom
14. Shows respect for alternative points of view.

Campus Map and Directory



A. Visitor parking (8 a.m.-10 p.m. Monday-Friday)	Business office.....889-1405..... 215
B. Faculty/staff parking (8 a.m.-10 p.m. Monday-Friday; student parking after 6 p.m.)	Chancellor..... 719-3602..... 201
C. Student parking	Development.....889-1403..... 201
D. Restricted parking	Dining room.....1st fl
	Doerr Chapel..... 2nd fl
	Facilities; Assoc. VP 889-4748 101C
All area codes are (314).	Finance and administration VP 719-8007 302
1. Wydown House (president's home)	Financial aid.....889-1414..... 310
	Food service 889-1449..... 113
2. East Building (formerly Fine Arts)	General Services 719-8037 111
Behavioral Sciences 719-3616..... 327	Grants 889-4510 402A
Communication dis. & deaf. ed. 889-1407..... 218	
English and communication 889-4549..... 308	Human resources/personnel..... 889-1493..... 304
Education/special education 889-1430..... 235	Information office/main number 862-3456 101
Fontbanner newspaper 889-4550..... 301	
History, Philosophy and Religion 889-4549..... 308	Information technology..... 889-1494..... 3E
OPTIONS..... 889-4593..... 1st fl	Institutional Research/Assessment. 719-3632 402B
President's reception room 115	Mailroom 889-1463..... 111
Speech and language clinic..... 889-1407 ... 2nd fl	Mathematics and computer science 889-4508 408
	President..... 889-1419..... 214
3. Dunham Student Activity Center	Public relations 889-1467 424
Alumni Caf'..... 889-1454 ... 2nd fl	Public Safety 719-8024 101B
Athletic dept. 889-1444 ... 2nd fl	Registrar 889-1421 206
Control desk..... 889-1455 lobby	Study Abroad 719-8058 402B
Fitness Room..... 1st fl	
Mabee Gymnasium..... 1st fl	
4. Physical Plant 889-1404	8. Medaille Hall 889-4600 door
	Arnold Memorial Center 1st fl
5. Library	Campus ministry 889-4523 1st fl
Board Conference Room 719-8005 1st fl	Career services..... 889-4516 1st fl
Curriculum Resource Center lower lvl	Housekeeping 889-1424 bsmt
Information commons 719-8039 1st fl	Multicultural affairs 889-4503 1st fl
Kinkel Academic Resource Center. 889-4571 205	Personal counseling..... 889-1422 ... 1st flr
Lewis Room lower lvl	Residential areas 2nd-3rd fl
Circulation Desk..... 889-1417 1st fl	Residential life..... 889-1416 1st fl
Ruth Stroble Conference Room..... 889-1435 ... 2nd fl	Student activities 719-8057 1st fl
	Student Affairs; Assoc. VP 889-1411 1st fl
6. Science Building	Student Government Association ... 889-4526 1st fl
Biological and physical sciences .. 889-4508..... 107	
Business administration 889-4518..... 213	9. St. Joseph's Hall (residence) 889-4700 door
Human environmental sciences 889-1415..... 316	
	10. Fine Arts Center / Southwest Hall (residence)
7. Ryan Hall	Art gallery 719-3580 1st fl
Academic affairs; VP/dean..... 889-1401 202	Fine arts 889-1431 243
Academic dean, associate 889-1468..... 200	Performing arts theater 2nd fl
Admission 889-1400 209	Residential areas 3rd fl
Advancement 889-1469 205	
Advising office..... 719-3654 407B	11. Security Officer Station 889-4596
Alumni relations 889-1447 205	Beeper 360-8032
Bookstore 889-1420 1st fl	

**DEPARTMENT OF
HUMAN ENVIRONMENTAL SCIENCES
HANDBOOK FOR STUDENTS**

2010-2011

FONTBONNE UNIVERSITY

**This signature certifies that I have
received and read a copy of this handbook
and agree to comply with the policies.**

Student
Name _____
(PRINT)

Student
Signature _____

Academic
Advisor _____

Date _____