A Self-Evaluation Report to the Council for Professional Development, American Home Economics Association, Volume 1

Mississippi State University Department of Home Economics

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Mississippi State University

DEPARTMENT OF HOME ECONOMICS

A Self-Evaluation Report
to the
Council for Professional Development
American Home Economics Association

Volume I

1977

Mississippi State, Mississippi 39762
MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF HOME ECONOMICS

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to the
Council for Professional Development
American Home Economics Association

June 1977
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ORGANIZATION AND ADMINISTRATION: The Home Economics Unit Within the Institution

1. Show by chart the administrative authority of officers of the parent institution, that is to whom the administrator of the home economics unit is responsible. Designate lines of authority in:

- financial matters
- faculty appointments
- teaching loads
- promotion in rank and salary
- appointment on the institution's policy-making committees
- program priorities
- plant operation
- student admissions
- curriculum development and other academic affairs

If necessary, explain the chart by describing the administrative channels for the functions requested above.

Chart 1 (Appendix, p. 126) illustrates the lines of authority for the department. The organizational plans for the entire university and the Mississippi Agricultural and Forestry Experiment Station may be seen in Charts 2 and 3 (Appendix, pp. 127-128).

2. a. Describe how the home economics unit has the opportunity for representation on a senate, council, and/or other body which meets regularly to deal with academic concerns of the total institution, if such a body exists.

The home economics administrator has served as an alternate to the Administrative Council and Academic Council for the past year by virtue of her position as Associate Dean of Agriculture and Home Economics. The College of Agriculture and Home Economics has a specified number of representatives on the Faculty Council. For the past five years the Home Economics Department has had a representative, but we are not assured of such representation.

b. Show all such participation during the past five years (current activities should show on Form 4).

One faculty member from home economics has served on the Faculty Council for the past six years.

c. On what basis--election, appointment, etc.--are members selected?

The Home Economics Department representative has been elected
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c. On what basis--election, appointment, etc.--are members selected?

The Home Economics Department representative has been elected
as one of the eight representatives from the College of Agriculture and Home Economics and the Mississippi Agricultural and Forestry Experiment Station.

3. a. What evidence is there that the institutional administrative personnel have an understanding of and a concern for the needs and problems of the home economics unit?

The undergraduate enrollment has grown from 28 in 1968 when the degree-granting program was begun at MSU to over 400 in 1976. Money has been made available to meet immediate needs only, such as for renovating space, purchasing equipment, and paying salaries. Other campus programs initiated since that time have apparently received much more financial support; although concern for our unit is often expressed.

b. What evidence is there that the home economics budget is comparable to that of other units of similar mission, function, and size within the institution?

All academic budgets are allocated through the Office of Academic Affairs and the Dean of the appropriate college. The Vice President for Academic Affairs allocates additional money at various times. There is no evidence that we have been unfairly treated; however, our budget has not grown as rapidly as our enrollment. Information concerning specific amounts provided to other departments has not been made public. The Dean often allocates additional money during the year.

ORGANIZATION AND ADMINISTRATION: Organizational Structure, Goals and Objectives of the Home Economics Unit

4. a. What is the organizational structure of the home economics unit? (Be sure to include home economics education showing its place in relation to other areas of home economics.)

Home Economics is a department within the College of Agriculture and Home Economics. The department is not further divided into units. Faculty members have a certain allegiance to their own areas and work together to develop new courses, plan policies, and do other similar tasks. Home economics education is a part of the department in the
b. Does the home economics unit have a constitution, procedural rules, or other form of guidance? If so, attach a copy. If not, explain how the unit functions.

The Home Economics Department has no constitution or procedural rules. The unit functions through the general channels of the College of Agriculture and Home Economics. Plans may originate within a subject matter area and then are brought to the department head for necessary action. When appropriate, the matter is presented to the entire staff.

5. What are the overall purposes of the institution?

PURPOSES

Mississippi State University, a Land-Grant Institution, seeks to provide excellence in education and related services. The University is committed to: (1) the intellectual, cultural, and professional development of men and women enrolled in its programs; (2) the discovery of new and useful knowledge; and (3) the effective application of knowledge in the development of the state and its people.

These three functions are distinguished as instruction, research, and service, and the effectiveness of each function is strengthened by extensive interaction. Close cooperation of the University with other agencies and organizations adds to the total service which the University can offer.

A university is concerned with the development of the person and the community; it is a focus of learning and culture. A university also stimulates broad and deep thought, inculcates habits of analysis, evaluation, and synthesis, and encourages expression on topics and problems which concern the student and his environment. Furthermore, a university promotes the unique development and expression of individual personalities; it enables both students and faculty to search for truth, to recognize it, and to use it wisely. Mississippi State University is dedicated to providing these opportunities.

Instruction provides the student with a broad foundation in arts, humanities, sciences, and other disciplines essential for mature citizenship and judgment in our complex world. It also prepares the student in his technical or professional field so that he can pursue his career with competence. Learning experiences at the University occur through discovery and exploration, through instruction in the classroom and in the laboratory, and through field work and service.

Through research, the University explores major problems, probes beyond the frontiers of knowledge, and applies the new knowledge for the benefit of man. At the same time, both basic and applied research contribute to the learning experiences of the students. Research serves a dual purpose: it is a creative component of the University programs, and it is a source of invaluable benefit to society.

As an agency of service, the University provides programs of instruction and assistance in application of knowledge throughout the state. Through these activities, the University assists individuals, families, organizations, and communities in acquiring and using the latest knowledge. Here theory meets reality in the most practical way.

Through instruction, research, and service, Mississippi State University is well equipped to identify and solve vital problems and to provide a broad spectrum of learning opportunities. The results are the continuous development of new knowledge, the more effective use of knowledge in direct service to mankind, and the preparation of the student to be a responsible citizen and a creative leader.
6. What are the overall purposes of the home economics unit?

In the 1970 MSU College of Agriculture Self-Study, the Department of Home Economics stated its purpose as follows: "The Home Economics Department functions 'to promote the well-being of individuals and of families, the improvement of homes, and the preservation of values significant in home life', as well as to prepare students for a variety of professions." 2

Currently the purpose of the home economics unit at Mississippi State University is stated as follows: to prepare students for their roles as professionals and decision-makers having the knowledge, skills, humaneness, and desire to shape policies, practices, and environmental conditions that will improve the circumstances in which individuals and families live.

More specifically the instructional, research, and service objectives of the Home Economics Department of Mississippi State University are stated below.

I. Instructional Objectives

a. To maximize professional competence and commitment in the student's selected professional area.

b. To promote professional field experiences with orientation, on-the-job supervision, and post-experience evaluation in various career options.

c. To provide curricula to meet the unique needs of students in all options.

d. To reflect and counsel with students concerning their careers, social, emotional, and related problems and decisions.

e. To examine values, management, and human development and interpersonal relationships as they relate to the subject matter areas of home economics.

f. To develop entry level professional skills in the student's chosen option.

g. To establish basic skills for consuming.

h. To use and to develop effective communication skills.

i. To use research findings to improve professional knowledge and skills.

j. To provide graduate courses for a minor in home economics education at the master's level and the M.S. and Ph.D. degrees in nutrition.

k. To promote the development and well-being of both individuals and families in their immediate social and physical environment.

l. To encourage graduates to keep up with current information.

m. To provide an atmosphere conducive to friendly, informal exchange between and among students and faculty.

n. To teach discerning reading and interpretation of research findings.

II. Research Objectives

a. To create an awareness in the students that on-going research is adding to knowledge and even changing some old theories.

b. To include some research opportunity at undergraduate level to stimulate inquiring minds; thus inspire future graduate students.

c. To conduct follow-up and competency research on teacher education graduates.

d. To seek, document, and publish both basic and applied research.

e. To seek funding for individual research projects.

f. To be supportive of departmental research.

III. Service Objectives

a. To provide professional help to the community when asked and needed, such as:

(1) to provide home economics lessons for the food fellowship centers, day care centers, Head Start centers, etc. in this area.

(2) to provide dietetics counseling under the supervision of a Registered Dietitian for county health centers and local doctors.

(3) to operate a model nursery school, thereby demonstrating good child care facilities and methods to the community.
(4) to consult with parents concerning their child-rearing practices.

(5) to help professionals in home economics and related fields with methods, materials, and information.

b. To provide in-service and pre-service educational programs.

c. To promote faculty participation in community service.

d. To provide facilities for community, district, and state home economics related activities.

7. What is the rationale in support of the purposes and objectives of the home economics unit. Consider the following:

a. institutional purposes and organizational factors affecting home economics.

Mississippi State University, a Land-Grant institution, seeks to provide excellence in instruction, research, and service just as does the home economics unit. Resident teaching is organized on a standard four-year undergraduate program. Completion of a designated curriculum in one of the undergraduate colleges or schools entitles the student to the bachelor's degree.

The University has organized its teaching program to include annually a fall semester, spring semester, and two summer terms. Special short courses are offered as deemed appropriate. Our close proximity to the specialists of the Mississippi Cooperative Extension Service and our affiliation with the Mississippi Agricultural and Forestry Experiment Station add depth of knowledge, research, methods, and materials to our program and provide guest speakers for our classes.

b. needs and interests of the students.

Three research reports will be cited to describe the needs and interests of students.

According to Cohort '78, a research project with MSU freshmen conducted by Dr. Tom Carskadon and Mr. Jack Schaff, the following academic and social needs and interests were found:
- Eighty percent of the students had a fairly clear idea of why they were here; only 30 percent came primarily because it was expected of them. Only 20 percent came here primarily for the social life.

- Over one-third felt they did not know how to behave in social situations, and over one-third had nagging doubts about their attractiveness. Two-thirds of them worried about others' feelings about them. Forty percent often felt nervous, depressed, or worried.

The ACT Class Profile Research Service Report of the freshman class entering fall semester 1975-76 reveals the following concerning educational degree aspirations:

- A greater percentage of MSU students desire bachelor's and professional level degrees than the national average. Students at MSU are financially better off and desire less employment while in college than the national average.

- Students perceive their special educational needs to be greater than the national average in making educational and vocational decisions and in improving studying skills.

- Students' college extracurricular plans were headed by social clubs, 41 percent; special interest groups, 35 percent; and religious organizations, 24 percent.

MSU's Office of Institutional Research has made a study of the differences between MSU freshmen (fall 1974) and a national sample of freshmen. They found that compared to national norms MSU freshmen are about average in their social insecurity, less concerned with financing their own education, above average in academic and professional aspirations, middle-of-the-road in attitude, closed in social and religious affiliation, more community and family oriented, and less concerned
with developing a philosophy.

Thus, home economics, with its emphasis on service to the community, family, and individuals; preparation for a profession; and research to improve the quality of life, would be a viable curriculum for the needs and interests of MSU's students.

c. forces in society affecting home economics and the students.

Three forces in society are of particular importance to the purposes of the Home Economics Department. They are: (1) renewed emphasis on the quality of life; (2) decreased sex differentiation; and (3) limited resources.

The renewed emphasis on the quality of life is manifested by the current publicity surrounding such concerns as child abuse, teen-age pregnancies and related birth defects, divorce statistics, problems of aging, and economic security throughout life. This renewed emphasis on the quality of life in society goes hand in hand with the purposes of MSU's Home Economics Department. Through instruction, research, and service the department strives to improve the lives of individuals and families by positively influencing their economic, political, physical, social, health, and natural environment.

The second force in society affecting home economics and the students is less sex differentiation of roles. By educating women and men to be professionals and decision-makers having the ability to improve conditions for individuals and families, the department helps people to meet their varied roles. With more and more women entering the labor market (48%), there is an increasing need for day-care services, convenience foods, easy-care clothing, and more effective methods of managing family resources. Thus, less sex differentiation of roles has a direct influence and impact on the purposes of this
department.

The third societal force, limited resources, affects materials for instruction, course emphasis, research scope, and services rendered.

The thrust of home economics as a professional and academic discipline has been expressed through five objectives: 3

- To improve the conditions contributing to man's psychological and social development.
- To improve the conditions contributing to man's psychological health and development.
- To improve the physical components of man's near environment.
- To improve consumer competence and family resource use.
- To improve the quality and availability of community services which enrich family life.

Home economics in institutions of higher education is now often referred to as human development, human services, human ecology, and family and consumer sciences. Home economics is concerned with all individuals, not just the nuclear family.

Home economics links basic principles from many disciplines and applies them to problems of people in their daily lives.

National trends in employment predict that the areas which show opportunity for growth in home economics include: industry and business, communication, journalism, child development, family relations, foods and nutrition, dietetics; institutional, hotel, restaurant management; and interior design. 4

Increased national attention to low-income families produces a demand for home economics services. Thus, Mississippi State University

4 Ibid, pg. 4.
incorporates these national objectives and growth trends in its purposes.

8. a. How frequently are the objectives of the home economics unit reviewed?

   In January 1968 a proposal was submitted to initiate instructional home economics. At this time a historical statement was developed with the major objective being that of instruction (as opposed to research exclusively). Changes were made in 1970. The present objectives were agreed upon in 1976.

   b. When were they last reviewed, and what factors brought this about?

   The objectives were last reviewed in 1976 in preparation of the self-study for the American Home Economics Association.

   c. By whom were they reviewed?

   The objectives were reviewed by faculty and staff.

   d. What are the future plans for reviewing objectives and what factors are affecting these plans?

   A committee will review objectives periodically.

9. a. To what extent are the faculty involved in the development of program objectives? To what extent are the students involved?

   Faculty members operate almost as if they were departmentalized according to options. When a person or group wishes to make changes or additions in the option, foundation work is begun and input is requested from other interested persons. Many times such changes are developed on the basis of student comments, suggestions, or requests. Faculty members are given an opportunity to share their ideas on proposed changes with the total department. If accepted, any changes that would affect courses or curricula must be sent to appropriate committees before being sent to the Academic Council for final approval. Faculty members are given complete freedom to consider changes or to make proposals at any time. Student involvement is welcomed.
b. To what extent is there cooperation and coordination with the objectives of other units and of other faculty in related fields?

Students from other departments take our courses. If this means large numbers of students, staff from both fields meet to discuss subject matter, methods to be used in teaching, as well as text. Course outlines from related fields are reviewed to see that too much overlap does not occur. We provide service courses for those departments requesting them, as physical education, elementary education, art education, etc.

c. To what extent have the objectives been influenced by groups and/or agencies outside the home economics unit (for example, alumni groups, advisory committees, state department of education, and professional organizations)?

Contact is maintained with many of our graduates; therefore, we have the opportunity to find out if we are preparing them for their chosen professions. If not, we make changes that will be beneficial to our present students. Guidelines set forth by the State Department of Education are followed closely. Occasionally staff members meet with local and state homemaker club members who discuss the overall impact of our program and feel free to offer suggestions for improvement.

ORGANIZATION AND ADMINISTRATION: Organizational Structure and Communication Within the Home Economics Unit

10. a. How does the organizational structure within the home economics unit encourage communication, coordination and interaction among administrative officers, faculty, and students? Be specific.

Faculty who are members of KO Phi and those who are dietitians are encouraged to be active in these student organizations. All faculty members are encouraged to attend the AHEA Student Section. Representatives from these various organizations meet regularly with their advisors. Students and faculty work together to present exhibits for High School Day on campus, and make recruiting visits to junior colleges and high schools. The Home Management and Meal Management classes invite faculty
and administrators to meals and teas. Student organizations often meet in homes of faculty. Individuals and classes are also occasionally invited to visit in the homes of the faculty. The Social Usage class holds a tea each semester where faculty, administrators, and students are invited. Faculty meetings are held monthly. The serving of coffee seems to encourage the interaction of the faculty who seldom see each other except at this time. Because of facilities being in four locations, interaction is difficult except for those housed in the same building. There are bulletin boards throughout the home economics department that contain newspaper articles about students and faculty, notices, job opportunities, etc. Each student has a faculty advisor designated according to the area of emphasis. In their evaluations, students usually classify members of the faculty as being accessible. Students and faculty generally feel free to take advantage of the open-door policy of MSU administrators.

b. How does the organizational structure within the home economics unit encourage communication, coordination, interaction, and cooperation with other disciplines?

Home Economics is one of the departments in the College of Agriculture and Home Economics. The department head is also expected to attend meetings of department heads of the College of Education. The College of Agriculture and Home Economics has several educational sessions and a two-day workshop each year designed to improve instruction. Coffee before and midway through these sessions encourages communication between faculty. Faculty members in the home economics unit who are involved in the education program are invited to all of the functions of the College of Education. The College of Agriculture and Home Economics Newsletter is circulated monthly to all employees; and in addition, the MAFES Newsletter is circulated to those who have research appointments. The Mississippi Agricultural and Forestry Experiment Station provides
many opportunities for communication, coordination, interaction, and cooperation with other disciplines. The Food and Fiber Center of the Cooperative Extension Service solicits help from the Home Economics Department in many of its activities. Gamma Sigma Delta, Alpha Zeta, Phi Tau Sigma have many members from the home economics faculty. The interdisciplinary graduate program in nutrition involves four of our faculty members with faculty from the departments of Biochemistry, Animal Science, Dairy Science, and Poultry Science. The interdisciplinary food science program also involves our faculty members and provides opportunities for interaction of faculty and students through the food science club. Cooperative Extension personnel serve frequently as guest lecturers, and share materials with us. In addition to the above, some faculty members attend the Faculty Luncheon which meets weekly with guest speakers presenting innovations taking place on campus.

c. How does the organizational structure within the home economics unit encourage communication, coordination, interaction, and/or cooperation with other institutions?

In past years we have had annual meetings of faculties from other colleges and universities offering home economics within the state, but the status of this group is now uncertain. The college and university professional section of the Mississippi Home Economics Association meets during the annual meeting. Our faculty also attends district, state, regional and national meetings in their specific areas of interest whenever possible. The department head is an active member of the National Council of Administrators of Home Economics (past president) and is currently serving as Treasurer for the Association of Administrators of Home Economics. She attends all meetings and reports to her staff either orally or in writing.
11. a. How often are general home economics faculty meetings held?

   Faculty meetings are held monthly during the nine-month session, and as needed during the summer.

b. For what purposes are such meetings held?

   Faculty meetings are held in order to inform the faculty; appoint necessary committees; give the faculty a chance to discuss problems, new courses, or plans for the future; to report on meetings attended; to report on pending legislative changes that would concern home economics; to recognize faculty and students for outstanding contributions; and to share ideas.

c. Are students represented at these meetings?

   Students are not represented at these meetings at present, but they probably will be represented during the coming year.

d. Are minutes of these faculty meetings kept? If so, attach copies for the past academic year (one set for each of the five copies of the report).

   Yes, minutes of faculty meetings are kept and may be seen in the Appendix, p. 129.

12. Describe the home economics committee structure.

   a. List the standing committees.

      Standing committees are: Flower and Gift.

   b. List the ad hoc committees.

      The ad hoc committees are: Budget, Curriculum, Self-Study, High School Day Exhibit, and others as needed.

   c. To what extent is there student representation and participation on these committees? Describe specifically.

      The Fashion Display class worked with faculty to plan and prepare exhibit for High School Day on campus.

   d. How are members of these committees selected? Be specific for both faculty and students.

      The faculty will volunteer for the committees, or they are appointed by the department head.
13. Assess the adequacies and/or inadequacies of communications.
   a. within the home economics unit.

   Communication within the department is generally adequate; however, there is sometimes a lack of it because of our offices being so scattered on campus. The telephone with office to office connections is used frequently for communication. We also make use of written announcements, bulletin boards, and interdepartment mail delivery. Vacancy notices for jobs are summarized and circulated.
   
   b. within the institution.

   Communication within the institution is adequate and includes such written communications as the President's Bulletin, Faculty Council Minutes, MAFES Highlights, College of Agriculture Newsletter, and MAFES Newsletter. There is also good coverage of activities by the student newspaper. Campus mail service delivers materials generally within twenty-four hours.

14. To what extent is there interaction between the home economics faculty and professionals in the larger community?

   The Home Economics Department has had several cooperative projects with the Federal Coordinator for the City of Starkville. Faculty members and facilities have been used for many contests -- Make-It-Yourself-With-Wool, Chicken Cooking, Soybean, and others. In cooperation with companies such as Coats and Clark, two faculty members have coordinated one-day workshops for teachers, Extension personnel, student teachers, Home Economists in Homemaking, and a few consumers. Faculty members assist with the Bridal Fair which takes place yearly on campus, but is sponsored by local businesses. Staff members have often advised homemakers with house plans, furnishings, equipment and child care. The home economic facilities have been used for state and district 4-H contests, Northeast District Housing conferences, Northeast District Home Economics House Training sessions, and the Starkville
Association on Young Children under Six, as well as for meetings of other related agencies. The HEIH Section of the American Home Economics Association works closely with the Home Economics Department. Faculty have served as consultants or advisors for many community projects, and have served on numerous community and regional committees. The Starkville Daily News provides good coverage of our activities.

15. Does the home economics administrator submit an annual or biennial report to the president, board of trustees or other persons or groups? If so, append a copy of the last such report to each of the five copies of this report.

The home economics administrator submits several annual reports. Copies may be seen in the Appendix, p. 144.

16. If the home economics unit is departmentalized
   a. How often are department meetings held?
   b. Are minutes of these departmental meetings kept?

The home economics unit at MSU is not departmentalized.

ORGANIZATION AND ADMINISTRATION: The Administrator of the Home Economics Unit

17. a. What is the administrative responsibility and authority of the director of home economics (quote from an authoritative source if possible)?

   The head of the Home Economics Department is also Associate Dean of the College of Agriculture and Home Economics and as such she has total responsibility for the research and teaching program in home economics and the authority to develop these programs.

b. What is the length of the appointment of the home economics administrator?

   The appointment is permanent.

c. Briefly describe evidence that the administrator of the home economics unit provides effective leadership and works cooperatively with the faculty in each of his/her roles in order to develop a strong home economics program in harmony with social trends.

   The best evidence that our leadership is effective is the growth of the department, the harmony within the department, the willingness of the faculty to share equipment, and the cooperation of the staff in
teaching and research projects. The administrator is easily available to both faculty and students. After the department head evaluation, she took time to explain to the faculty some of the problems with finances which were poorly understood. She travels a great deal, keeping the department in contact with changes in home economics, recruiting, and searching for job opportunities for home economists; but when not traveling, she is always available to faculty and students. When problems occur in the department, they are handled wisely. If a number of people are involved, the problems are referred to a committee. The recommendations of these committees are voted on by the entire faculty at the next faculty meeting. Individual problems with students or faculty problems involving only two people are immediately dealt with by private conferences. Each year the faculty undergoes a self-evaluation followed by a conference. The evaluation forms are standard throughout the College of Agriculture and Home Economics.

18. To what extent are the demands on the administrator adequately recognized in relation to the total load of the administrator?

The demands on the administrator are great, but so are the demands on most of the faculty. This problem is due to the rapid growth of the department and should begin to level out in the next few years. The administrator finds time to teach one or two lower level classes each semester in order to have greater contact with large numbers of students. The faculty recognizes the fact that she has an extremely heavy load. Several of the faculty have met to discuss means of reducing her load. The general consensus of opinion in this conference was that at least one secretarial salary should be increased substantially so as to attract a professional secretary who would remain with the job over a period of years. A person who would take some real interest in the department and assume responsibility would help a great deal. This would relieve the administrator of continually
having to instruct a secretary on what her duties are. The fact that the physical facilities of the department are so widely scattered increases her load, as well as the secretarial load, and consumes valuable time. At present the only secretary in Moore Hall works for the department head and for 10 faculty members housed there. The other secretary works at the Experiment Station, has responsibility for the research and teaching materials for the four professors housed there, and has responsibility for all bookkeeping for the department and the home economics research accounts.

19. List and describe activities of professional personnel who assist the home economics administrator (include names, titles, and/or ranks). Activities may be described in somewhat more detail than in Form 4, Personnel Data.

1) **ADA Liaison** - Dr. Mary F. Futrell, Associate Professor. Dr. Futrell updates curriculum in accordance with ADA recommendations; has transcripts evaluated by ADA; helps students select sites for internship applications; assists in providing alternate routes for ADA membership.

2) **Graduate Coordinator** - Dr. Lois T. Kilgore, Professor. Dr. Kilgore screens graduate students; calls meetings for assigning assistantships and assigning students to faculty members; reads all theses and dissertations in department; handles correspondence with Office of Research and Graduate Studies; corresponds with prospective graduate students.

3) **Education Coordinator** - Dr. Elizabeth Stiffler, Associate Professor. Dr. Stiffler makes contacts with teachers and superintendents in participating schools; makes assignments for placement of student teachers; observes student teachers; is responsible for seeing that students apply for Teacher Education and for Certification.

4) **Nursery School Coordinator** - Mrs. Sandra Morris, Assistant Professor. Mrs. Morris makes policies concerning the total program; selects children for enrollment and budgets the income from parents' fees; hires nursery school staff as needed; serves as an arbitrator in keeping an overcrowded building running smoothly.
20. What evidence exists that the home economics administrator is committed to the needs and concerns of families?

The administrator shows concern for indigent families through cooperation with the Federal Coordinator for City Programs and encouragement of faculty to have students who are enrolled in Applied Nutrition, Consumer Economics, and Special Problems work with indigent families. The administrator shows concern for families of part-time faculty by scheduling courses at their convenience when possible. She tries to maintain an atmosphere in the department that is conducive to production in order to alleviate overtime home work for her faculty. She works individually with students who come to her with their personal problems.

21. To the extent institution policies permit, how does the home economics administrator encourage and help faculty members to continue their professional growth?

When money is available she rotates attendance to professional meetings and workshops. She encourages attendance even when the member of the faculty has to defray his/her own expenses. She encourages application for money from external sources, e.g. MSU Development Foundation, Alfred P. Sloan Foundation, to finance such attendance. To illustrate how effective the administrator has been in promoting individual professional improvement, we submit in the Appendix, p.152, a list of meetings and workshops each teacher has attended over the past five years, as well as credit and non-credit courses they have taken. This information is more comprehensive than that included in Form 4, Personnel Data.

22. Briefly describe the role of the faculty in the selection of administrative officers, department heads, and other faculty and staff who have an influence on the home economics program.

All faculty were invited to meet the applicants for the position of department head. Individual interviews were arranged for some of the senior faculty members. Their opinions were solicited and their recommendations considered. The faculty in the Home Economics Department are not
involved in the appointment of the Dean of the College of Agriculture and Home Economics, the Associate Directors of MAFES or the MAFES Director. The Faculty Council solicited opinions from the entire University faculty in writing—recommendations for criteria in the recent selection of a new President for the University. The home economics representative on the Faculty Council was a member of the ad hoc committee that was interviewed by the Board of Trustees for suggestions in this selection. The department head was named to the screening committee for the selection of the new Academic Vice President. When a position is to be filled within the department, selection committees are appointed by the department head.

**ORGANIZATION AND ADMINISTRATION:** Faculty, Program and Financial Management of the Home Economics Unit

23. How are the faculty members informed of the established policies of
   a. the institution?

   Faculty members are kept informed by way of the faculty handbook, University faculty meetings, the MSU Bulletin, President’s Bulletin, during personal interview, and informally as questions arise. The department head receives minutes from the Graduate Council, Academic Council, and Administrative Council, and informs faculty of any change of policy.

   b. the home economics unit?

   At the present time, the home economics faculty is kept informed through staff meetings and memos.

24. Describe the process required to establish administrative policies and procedures relating to the following:
   a. curriculum requirements common to all students in home economics programs.

   Policies and procedures relating to common curriculum requirements are established by general consensus of opinion of the entire faculty of the department with approval from the College of Agriculture and Home Economics Curriculum Committee, University Curriculum Committee,
Academic Council, Vice President of Academic Affairs, Vice President, and President.

b. special requirements within professional programs.

The State Department of Education specified requirements for teaching certificates in home economics education and child development. The American Dietetic Association approves the curriculum for dietetics majors.

25. Describe the orientation plan for new full-time and part-time faculty members. Does this include responsibility for financial management?

There is a campus-wide orientation program for all new faculty including distribution of a packet containing all needed information. The department selection committee and department head answer other questions for new employees. The faculty is also helpful in many ways. The Physical Plant has been very accommodating in placing most of our new faculty in campus housing until more desirable arrangements could be made. Finances for instructional materials must of necessity be limited and new staff are so informed.

26. What evidence is there in the home economics unit of

a. long-range plans for the development of home economics programs?

The annual reports, Appendix, p. 144, indicate the need for strengthening existing programs and establishing a graduate program in areas other than nutrition; plans to put the department together in one modern building; expanding faculty; and increasing financial support.

b. short-range plans for the development of home economics programs?

Short-range plans include: acquiring more space, purchasing more equipment for on-going courses; developing more courses to strengthen certain areas; employing more faculty to implement the courses that have recently been approved.
c. educational policies and procedures within the unit?

There are no educational policies and procedures within the unit at the present time in written form.

d. priorities relative to financial and program planning regarding physical plant development, faculty recruitment, current expenses, program administration, faculty commitment and supporting staff?

The program is administered, and teachers and space are provided, but current expenses are not adequately provided for. Many faculty members buy teaching aids and books from their personal funds. Besides borrowed classroom areas, the department is split into five locations over the campus. In order to operate more efficiently and to save duplication, all facilities need to be in one location. More clerical help is needed to keep up with teacher demands. In the office of the department head there is insufficient space, equipment, and secretarial help. Almost all faculty members share offices which allows no privacy and cuts down on productivity. The development of the physical plant to provide more space and better coordination of the program has not been given high priority until recently.

27. How and to what extent do the home economics faculty participate in the formulation of each of 26 a, b, c, and d?

The faculty participates in the short and long-range planning of the home economics program and are given an opportunity for input in the annual report to indicate their needs and priorities. The faculty also contributes towards planning the educational policies and procedures within the unit. However, the faculty does not participate in item (d) and must work with the money, space, and facilities allocated to the department.

28. How are the faculty members made aware of their responsibility toward financial management?

At faculty meetings we are informed of our financial situation and are told when we need to cut down on paper (e.g. single space hand-outs),
buy our own transparencies, books, pencils, poster paper, etc.

29. Outline the procedural steps by which a new home economics program is initiated, planned, approved, implemented and later evaluated.

After many months of planning, our teaching program was initiated in 1968. First, a proposal was submitted to the Dean of the College of Agriculture, then successively to the Vice President for Agriculture and Forestry, Curriculum Committee for the College of Agriculture, Curriculum Committee for the University, Academic Council, Vice President for Academic Affairs, Vice President of the University, President, and the Board of Trustees. Necessary faculty were employed and the program began in the fall of 1968 with 28 students enrolled. The next year the faculty drew up plans for home furnishings and clothing laboratories and the Physical Plant remodeled a campus residence for this purpose. Student evaluation of faculty and courses takes place each semester. Faculty undergoes self-evaluation and evaluation by the department head annually. The department head has been evaluated by faculty. The curriculum is reviewed by the faculty annually for the purpose of deleting or adding courses. The National Council for Accreditation of Teacher Educators reviews the educational programs. A review of the total program is done every 10 years by the Southern Association of Colleges and Schools.

30. a. What criteria are used by the home economics unit in establishing program priorities?

There is always some critical need that claims top priority, e.g. the nursery school was given priority last year due to new curriculum requirements developed for elementary education.

b. List and describe ways the home economics unit serves other areas in the institution (i.e. course in nutrition required of nursing students, course in consumer buying open to all students in the institution, etc.).

Social Usage is a requirement for dairy science majors; child development is required for the early childhood education curriculum. Nutrition is a requirement for physical education majors. All other
courses are open to non-majors who wish to enroll (and meet prerequisites).

c. State the number of non-home economics majors who took courses in home economics during the past year.

A total of 376 enrollees who were non-majors registered for home economics courses spring 1976; 323 registered for fall 1976.

31. a. Describe how and by whom each professional program in the home economics unit was designed, is administered and is continuously evaluated.

1) When the home economics program began in 1968, Mary Futrell was the only one on the staff who was a Registered Dietitian with membership in the American Dietetic Association. Under her leadership the curriculum for the nutrition or dietetics option was set up, and subsequently approved by the ADA. As ADA liaison, she must see that the curriculum is up-to-date, that each student who graduates in this area takes the required courses, and later sends these transcripts in for evaluation. She receives all the material from ADA headquarters that has to do with internships, educational meetings, etc. She guides the student in the selection of a place to apply for an internship, and sees that the necessary papers and forms are mailed before the required deadline. Alternate routes of membership are explained and every avenue exhausted to help a student obtain the required ADA membership. She also attends the national and regional meetings on educational preparation for ADA.

2) The demand for teacher education became so great that in 1970 Dr. Lois Kilgore and Mrs. Louie Kemp worked with the faculty to prepare a curriculum for certifying teachers. Copies were mailed to the State Division of Vocational Education. A conference with Mr. Troy Majure, Director of Vocational Education, Miss Ruth Wallace, State Supervisor of Homemaking Education, and Dr. Charles Lindley, Dean of the College of Agriculture and Home Economics, pointed up deficiencies which were corrected. The state certification program was initiated in the fall
of 1971. Mrs. Elizabeth Stiffler (see Form 4, Personnel Data) was employed as education coordinator.

3) Child development courses were originally taught to strengthen the general home economics curriculum and to meet certification requirements in the home economics education option. When the Mississippi State Board of Education set standards for nursery/kindergarten teacher certification, minor changes were made in these courses and others were added so that the child development option would meet these requirements. The program was designed by Mrs. Sandra Morris. All courses were approved by home economics faculty members, the University Curriculum Committee, and the State Board of Education.

The first student completed the nursery/kindergarten teacher certification requirements in the fall of 1974. In the spring of 1975 Mrs. Morris started a seminar-type meeting with student teachers to determine what they thought were the strong and weak points in the curriculum. Discussions are held with supervising teachers and recent graduates to see if the curriculum is adequately preparing the students for available positions.

b. What are the qualifications of the individual responsible for administering each professional program?

1) Mary Futrell has a Ph.D. in Nutrition from the University of Wisconsin, is a Registered Dietitian, a member of the American Dietetic Association, and Past President of the Mississippi Dietetic Association. She has had many years of teaching experience in high school and college.

2) Dr. Stiffler has her bachelor's, master's and doctoral degrees in Education from The Pennsylvania State University. She had had one year's experience as an education demonstrator and five years of high school teaching before coming to Mississippi State University six years
ago to direct the home economics education program.

3) Mrs. Morris has a Master of Science in Child Development from Iowa State University. She has directed student teaching in Head Start centers and served as the director of a Head Start program. She is strongly motivated and is very active in professional organizations (see Form 4, Personnel Data). She has been with our teaching program for five years, and has continued to take graduate courses.

32. Discuss the adequacy of the financial resources of the home economics unit.

a. in terms of stated goals and objectives.

1) Instructional Objectives. Most of the objectives listed in this section can be met through judicious use of limited resources by dedicated faculty members. Learning experiences which would add greater breadth and depth would be most desirable, and could be made available through greater resources. Some classes are too large and should be divided; some additions to course offerings are needed in selected areas; counseling of students by areas of interest puts a heavy load on certain advisors and limits student contact during preregistration.

2) Research Objectives. Other than for five faculty members who have part-time Experiment Station appointments for research, there is no allocation of time or money for research. There is some interest on the part of other faculty members to become more active in research, but full-time teaching loads make this very difficult. Financial limitations prohibit scheduling other members for funded research. Several proposals have been developed for outside funding, but only those for the support of courses have been successful. In many courses faculty undergird their courses with recent research findings and make an effort to stimulate students to do a small independent study. Student research might be more meaningful if a greater number of faculty members were
involved in individual research projects.

3) **Service.** A special fund from the City of Starkville was provided for students in several courses. These funds were used to prepare and present lessons on numerous areas of home economics to several groups in the city. Another portion of the funds was used for dietetics counseling. Valuable contacts were made and, although funds are no longer available, some of this work has continued.

The nursery school provides a service to parents as well as a laboratory situation for college students. This aspect of the department is self-supporting as to supplies and expenses from funds paid by parents.

Our facilities are used by several groups having related activities, but we are quite limited in the other services we can provide for the community and for professional pre-service or in-service education.

b. for current and anticipated programs.

Since the first home economics students registered as majors in the fall of 1968, the growth of the department has been more rapid than anticipated, and the budget allocation has not been maintained at the desired level. Student enrollment over the years can be seen in Figure 1 (Appendix p. 156). Budget figures for the same years are shown in Figures 2 and 3 (Appendix, pp. 157-158). With the student population increased from 28 in the fall of 1968 to 419 in the fall of 1976, and the discretionary funds (student wages, travel, contractual, commodities) little more than doubled for the same period (from $5,115 to $10,796, excluding $605 transferred to Allied Health), operation of the department has been difficult. No teaching had been done in the department prior to 1968; therefore, there was not the usual accumulation of references, equipment, appliances, teaching aids, etc. All had to be purchased gradually. For the fall of 1976 a budget figure of $6,200 was provided for supplies and expenses, or $15 per student.
The level of funding has never been at an optimum point so that instructors could take advantage of the newest teaching aids and instructional materials and equipment. Faculty members have coped with this challenge very well and have built a strong program in spite of the restrictions on expenditures. Personal funds have been expended for small items. In 1971-72 funds in the amount of $6,832 were made available from Title VI for the purchase of equipment and teaching supplies.

Moore Hall dormitory was renovated in 1971-72 to house a portion of the new home economics teaching department. Approximately $150,000 was provided for the renovation which included built-in items such as cabinets. A sum of $10,000 was provided for furnishings for the entire building which has 2 classrooms, 5 laboratory-classrooms and 6 offices.

In 1972 alterations were made to a campus residence to adapt it for use as a nursery school. Costs for the changes to the house and the yard were approximately $11,000. Parents pay a fee for the children enrolled in nursery school; and, with the exception of faculty salaries, this part of the program has been self-supporting. Supplies and small equipment, as well as wages for an assistant, have come from the nursery school account. The nursery school program has recently been expanded to a two-session day (spring 1976) to accommodate the increased number of students now required to have the course for elementary education certification. The laboratory time was extended to permit more students to schedule laboratory hours. We are still not able to accommodate the number of students requesting the course each semester; and we do not have adequate space for all-day care, for this would involve having a room for those who wish naps while others are active. As the number of our home economics majors has increased, along with elementary education majors, we have had too many observer-participants for the small
observation area.

A grant was received from HEW Allied Health for Special Improvement - Dietetics for the period 7/1/72 through 6/30/77 in the amount of $115,000. This amount was designated as money for salaries, equipment, supplies, and travel to be matched by University funds. The University administrators have been aware that this Grant will end in 1977, and that salaries and other general expenses will revert to our budget. The quantity foods laboratory, which was established as a result of the Grant, has become self-supporting with the exception of faculty salaries. The cost of food supplies, one or two student workers, and minor replacements, such as broken dishes, etc., are provided from funds generated by serving meals to the public. Had it not been for the Grant referred to above, we would have been unable to organize a quantity foods laboratory and equip it as well as we have. We have studied the possibility of establishing a Coordinated Undergraduate Program with the aid of the Grant, but at this time we believe it is not feasible to begin such a program. The required student/teacher ratio is extremely low and the total number of students permitted in the program would mean that we would have to develop an additional option, such as food service management, for those not accepted, or expect students to transfer to another institution. We recognize that it is difficult for students to find internships because the demand is far greater than the number available in the State. Therefore, with the staff available, the cost of the CUP seems prohibitive at this time.

Our vocational home economics program has not been supported with any "vocational" funds. This has meant that our meager travel budget has had to cover the supervisor's expenses to visit the student teachers as well as to attend state-wide meetings. It has not been possible for the teacher educator to attend out-of-state meetings to the extent
deemed desirable. For the past three years we have also paid from our budget the honorarium to the high school supervisors, thus reducing the amount available to other staff members to attend meetings.

Plans had been developed for additional, much-needed space for home furnishings. However, the space which had been planned for has not been allocated. We very much need to expand the area of home furnishings, not only in terms of space, but also in terms of new courses and a second faculty member. It is too great a demand on one person to teach all of the courses in this area and advise the fast-growing number of students.

We have recently expanded the offerings in clothing and textiles/merchandising, and have increased teacher time accordingly, thus providing a second person who can also aid in the advisement of these students.

33. Describe the procedures used in developing the budget request for home economics, including names and titles of persons involved, extent of faculty input, and lines of transmittal.

Dr. C. E. Lindley, Dean of the College of Agriculture and Home Economics and Dr. James H. Anderson, Director of the Mississippi Agricultural and Forestry Experiment Station, are well aware of the needs of the Department of Home Economics through the Annual Report, special requests, and conferences with the Department Head, Jean Snyder. Dr. James McComas, President of the University; Dr. L. N. Wise, Vice President for Agriculture, Forestry, and Veterinary Medicine; and Dr. J. K. Bettersworth, Vice President for Academic Affairs, confer with the department head frequently, and are always understanding of our problems. President McComas has pledged his support of our department by searching for additional funding.

The State Legislature provides a budget for the Agricultural and Forestry Experiment Station which is separate from the University budget. The Dean and Director, after receiving their budgets, meet jointly with each department head, and designate a specific allocation for each budget.
Some staff members have dual appointments. These budgets are handled separately throughout the year. Some categories are fixed; others may be maneuvered within the total. No equipment monies are shown in the department budget. However, at the end of the budget year University money is sometimes designated by the Dean for the purchase of equipment. The amount designated in 1976 was $1200. Throughout the year, the Dean of the College of Agriculture and Home Economics and the Director confer frequently with the department head on all needs and financial problems. At appropriate times the Dean requests information on needed staff positions and equipment which, in turn, is presented to the Legislature. Naturally, the Legislature does not make allocations which are adequate for all requests.

When Moore Hall was renovated in 1972 to become a classroom building, the sum of $10,000 was provided for furniture and equipment. Members of the staff worked together to make decisions on office and laboratory furniture and equipment. The amount could not cover all that was needed to completely furnish the building. It was a staff decision to set priorities and to select the type of items which would best meet our needs; and to furnish to the extent possible rather than buy less desirable items to furnish all rooms. For example, it was felt that the more expensive drafting desks should be purchased for the home furnishings classroom rather than long tables. So, old tables and chairs were borrowed to furnish the textiles classroom. Money was not available to furnish the textile laboratory until the summer of 1975 when tables and chairs were added. Each year staff members are made aware of budget limitations and are asked to make choices and establish priorities.

The entire College of Agriculture and Home Economics has grown rapidly, thus our department is not the only one in need. From the fall of 1970 to the fall of 1974 the enrollment increased from 719 to 1,374 (a 91.5% increase).
and has continued to grow at a rapid rate. Graduate enrollment has also increased, creating still further demands on the funds and faculty time. Dean Lindley knows that there is a shortage of FTE instructional staff and that supplies and equipment are inadequate. He has been very helpful, and each year provides us with "left-over" budget money, if any becomes available.

34. Describe the procedure by which the financial affairs of the home economics unit are administered.

After the budget figures for the coming year are received for the Experiment Station accounts and the university accounts, the home economics budget is prepared by the department head. Guidelines are given for maximum percentage allowed for salary raises; and in some years, certain budget items are held stationary or reduced. The budget, as prepared, has routinely been accepted by the Dean and the Director.

The bookkeeping for the department is handled by the one secretary-bookkeeper in the home economics office at the Experiment Station. A separate account is kept for each Experiment Station project and for each category of the university budget. Faculty requests for commodities go to the department head for approval, except in the case of food supplies which are purchased on a standing order. Students pay a fee to cover a portion of the food supplies which they consume in the laboratories. The office secretary prepares purchase orders and vouchers for payment of bills after approval by the department head. There is autonomy within the department for purchases, although signatures of the department head, Director, and/or Dean are needed before items are ordered or paid for.

In the past a committee prepared guidelines for the use of university travel funds. More recently the division of the travel budget has been handled at staff meetings. A designated sum is set aside for the teacher educator. Staff with Experiment Station appointments generally use Experiment Station travel funds. There is a small amount in the HEW Grant
designated for travel. The remainder of the travel budget is divided among the other members of the department subject to revision or approval by the staff.

Almost yearly we have had to add one or more class sections. Dean Lindley and Dr. Bettersworth have been most cooperative in permitting this, and in providing the extra salary money needed to pay part-time personnel. They have also provided additional aid at the end of the year when our accounts have been depleted, even though careful control of expenditures has been practiced. Since we have never dared to count on any large appropriations, we have exerted every effort to be economical in buying supplies for general teaching and for laboratory courses.

Faculty members are told at the beginning of each year what the situation is on various accounts. In the case of contractual items, such as service contracts, leased machines, postage, utilities, etc., there is no input from the faculty, except that they are asked to conserve. Faculty are given an option to indicate changes they wish to make in periodical subscriptions coming directly to the department or purchased with library funds.

35. Show amount of the total home economics budget for the current year and show by either amount or percentage the sources of these funds (do not include funds for research).
For the fiscal year July 1, 1976 - June 30, 1977, the approved University budget (without any Experiment Station funds) is as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Amount</th>
<th>Additional Funds Provided</th>
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<tr>
<td>University</td>
<td>Salaries</td>
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<td>$10,035</td>
</tr>
<tr>
<td>University</td>
<td>Wages</td>
<td>3,100</td>
<td>500</td>
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<tr>
<td>University</td>
<td>Travel &amp; Subsistence</td>
<td>1,300</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Contractual</td>
<td>3,115</td>
<td>400</td>
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<tr>
<td>University</td>
<td>Commodities</td>
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<td>641</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>$141,775</td>
<td>$11,576</td>
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HEW Allied Health Improvement-Dietetics

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<tr>
<th>University Matching Funds</th>
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<th>HEW</th>
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<td>Salaries</td>
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<td>505</td>
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<td>Equipment</td>
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<td>200</td>
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<td>$178,653</td>
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</table>

The Mitchell Memorial Library allocation for the Home Economics Department for the 1976-77 academic year was $1,077.24.
36. Show the expenditures from the home economics unit for the last year of record (for example, salaries, institutional supplies, travel, etc., but omitting research).

Expenditures for the home economics unit for the year ending June 30, 1976 (excluding the quantity foods account, the nursery school account, and the Allied Health Grant) were:

<table>
<thead>
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<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>Wages</td>
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<td>Contractual</td>
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<td>Commodities</td>
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<td>Travel</td>
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<tr>
<td>Salaries</td>
<td>128,134.00</td>
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</table>

37. What funds are available for home economics research? Using Form 1, Research, report each project.

Funds for home economics research are reported on Form 1 (Appendix, p. 159).

ORGANIZATION AND ADMINISTRATION: Supporting Services of the Home Economics Unit

38. List the clerical, technical, and other supporting services presently assigned to the home economics unit.

Only one secretary is assigned for the educational portion of the program (works for ten faculty members) in addition to her duties as secretary to the administrator. Eight student workers also work with the teaching program. The research division has one secretary, one and one-half technical assistants, and five student workers.

39. What general institutional policies and rationale govern the assignment of clerical, technical, and other supporting services to the home economics faculty?

General support and clerical people are assigned to all units based on meeting the need of the units and budgetary considerations. There is a general State policy under which all State institutions operate in filling vacancies and creating new positions.

40. To what extent have requests from faculty for clerical, technical and other supporting services been honored by a. the general institutional administration?
The request to raise the secretarial salary received only nominal compliance. The department needs more clerical help because it is spread all over the campus, yet we do not have the space for needed clerical help.

b. the home economics administration?

The department head allows faculty all of the secretarial help that is possible with one secretary. Each year faculty are usually allowed to request, interview, and select their student help.

41. To what extent do the requests for clerical, technical and other support personnel, and the honoring of such requests, compare favorably with other comparable units within the institution?

We do not have access to these figures. However, it would appear that some departments have more adequate support personnel than we have.

42. How adequate to the faculty are the supporting services which supply and reproduce such instructional materials and transparencies, films, filmstrips, slides, audio-tapes and video-tapes?

All of the supporting services are adequate and readily available at prices we cannot afford. Staff members make wise use of instructional materials they have, but there is need for many additional new materials.
46. Describe the procedure by which appointments are made to the faculty of the home economics unit.

According to the faculty handbook, the general faculty is made up of all resident executive and administrative officers of areas related to instruction or research; and all instructional, research, and extension employees of the university who possess the minimum rank of full-time instructor or its equivalent. When a vacancy occurs, permission must be received from the administration to fill the position. A screening committee, consisting when possible of three faculty members from the subject matter area with the vacant position, is appointed by the department head. The position is advertised by direct mail to colleges or departments of home economics and/or in the appropriate professional journals. The position is advertised for 90 days before any action to hire is taken. The screening committee reviews all applications and selects the applications of individuals who meet the job requirements. Selected applicants are invited for an interview and tour of the campus and home economics facilities. Job offers may be made verbally by the department head with the screening committee's approval. Confirmation of the position offer is made in writing.

Temporary part-time positions may be filled by action of the staff and department head with permission from the Dean. Such appointments which have not been advertised may be made for a period not to exceed four and one-half months. Reappointment may be made on a temporary basis.

47. How do salaries in the home economics unit compare with salaries in other professional units on the campus?
This information is handled by the Division of Business Affairs and is not readily available to us.

48. Are part-time faculty paid proportionately to full-time faculty members? Describe any exceptions.

Part-time personnel are paid by the number of credit hours taught.

The amount per credit hour is calculated from the salary of full-time staff members whose education and experience are comparable.

49. a. State the institutional policies affecting income benefits for full- and part-time faculty (be sure to note any exceptions for part-time faculty) regarding the following:

1) expense allowance to professional meetings.

Expenses for travel are paid through the university, Experiment Station, and grant allotments when travel money is available. Experiment Station employees have been given relatively generous amounts for travel. The university budget has provided for teacher educator visits and approximately $100 per year for each of the other faculty members. During the second semester of 1975-76 expenditures were beyond the budgeted amounts so it was necessary to transfer travel money to other accounts. Therefore, some faculty members spent no travel money during the 1975-76 year.

2) leave of absence other than sabbatical.

After five years of full-time employment (12-month), faculty earn 18 days of leave plus all other leave benefits with pay. For part-time and full-time (9 or 10½ month) appointments leave days are not tabulated. However, teaching faculty must see that classes are covered if they must be off campus.

3) life and health insurance.

Life and health insurance programs are available to all employees who are members of the retirement system. Health insurance is optional. If not taken, evidence of insurability must be provided.
If both are carried, university contributes fifty percent of the cost.

4) outside employment; for example, consultations.

Outside employment is permitted within limits and as long as it does not interfere with teaching and research responsibilities.

5) retirement plans.

Retirement plans are required of all employees working half-time to full-time. All employees (50% or more) are required to become members of the Public Employees Retirement System of Mississippi. (The University contributes 5.8%; employees, 5% of total earnings.)

6) sabbatical leaves.

Sabbatical leaves are available after 3-6 years of consecutive full-time employment. It is granted if responsibilities can be assumed by other faculty members.

b. To what extent have home economics faculty participated in all benefits listed under (a)? Be specific.

1) All faculty members have had an opportunity to receive partial travel expenses to professional meetings. In some cases amounts covered the entire expenses.

2) One faculty member, no longer on staff, was granted a leave of absence for personal reasons for one semester.

3) All full-time faculty members receive an automatic life insurance policy with an option to increase the total amount. University health insurance is carried by most of the employees, but is optional.

4) With the exception of small consulting jobs, none of the staff members has been involved in outside employment.

5) All employees with 50% or more employment have become members of the retirement system.

6) One faculty member applied for and received sabbatical leaves. One was for two semesters during graduate study; the second for one
semester years later for post doctoral study.

50. a. State the institutional policies for full-time and part-time faculty regarding the following:

1) advising and counseling of students.

   There is no set policy for advising and counseling of students. All full-time and part-time faculty are involved in student counseling in the home economics unit. Some are assigned advisees; others may only assist in orientation and registration.

2) allocation of administrative and other responsibilities to faculty members in addition to teaching.

   Only full-time faculty can be appointed to a university committee. One staff member is responsible for the administration of the quantity foods laboratory; one for the nursery school; one for the graduate interdisciplinary nutrition program. Faculty members are heavily scheduled and have not been given responsibility for catalog materials, scheduling, or budget. However, faculty members are responsible for updating and reviewing catalog material related to their option. One member coordinates the selection of texts with the University Bookstore.

3) faculty research.

   Research is not mandatory except for faculty members who have a joint appointment with the Experiment Station.

4) rank and promotion.

   There are no institutional guidelines for rank and promotion. Individuals are recommended for promotion by the department head. The promotion must be approved by the Dean of the College of Agriculture, Director of the Experiment Station, Academic Vice-President, and Board of Trustees. Faculty Council is working on guidelines.

5) tenure.

   For staff with a rank of Assistant Professor or higher, tenure
may be given after 5-7 years of employment at the University. Three years of the total number can be at the rank of Instructor.

6) relevancy of instructor's special preparation and scholarly interest to teaching assignment.

There appears to be no institutional written policy as to relevancy of instructor's preparation and interest to teaching assignments, but is determined within each department according to need. In home economics the policy has been that faculty members teach courses in the general area of their graduate work, i.e. foods and nutrition, education, housing, etc.

7) salaries and salary increments.

Salary and salary increments are based on legislative allotments. The department receives a set amount for its budget. The final distribution is up to the department head. Salary for a new faculty member is based on training and experience as well as available funds.

8) special professorships and/or endowed chairs.

Special professorships and/or endowed chairs are permitted, but none is in existence.

9) teaching loads.

The teaching load for full-time teaching faculty is based on 12 credit hours per semester. Each lecture hour is equivalent to one credit hour, while each laboratory hour is equal to 1/2 credit hour.

10) role as advisor for an organization in the home economics unit and compensation for same.

An advisor to a student organization does so on a volunteer basis. No compensation in money is given and no release time is granted. Several faculty members have served, or are serving, as sponsors. At the present time, there are five faculty members serving as advisors for student organizations: Dr. Lois Kilgore
b. Describe the policies, criteria, and/or procedures of the home economics unit and the role of the home economics administrator in the designation of the above for faculty members in the home economics unit.

At the present time there are no written policies, criteria, and/or procedures of the Home Economics Department. Most policies and procedures are communicated in an informal, verbal manner and are verified in the minutes of departmental meetings. Committees composed of the faculty of the unit are appointed to help establish procedures. There are notices at times in the department newsletter (HENS) and numerous memos are circulated.

51. a. Describe policies, criteria and procedures used for evaluating overall effectiveness in teaching, advising, research and other professional activities.

1) Include relative overall emphasis placed upon research and publications, teaching and advising, and service within the institution and within the home economics unit.

If a faculty member is employed by the Experiment Station, a percentage of his/her time must be spent in research. After the research is completed, the results are expected to be written up and submitted for publication. There has been no money allocated for additional Experiment Station research beyond the established positions. Some teaching faculty would enjoy a part-time research assignment. Throughout its history, the Experiment Station research has emphasized nutrition. Because the teaching program is new, most of the faculty have contracts solely with the University.

2) If there is an institutional teacher-evaluation program, include home economics unit participation. Attach a copy of the evaluation form.

There is an institutional teacher-evaluation program which is
obligatory. See Appendix, p. 273.

3) Include peer evaluation procedure, if used.

No peer evaluation is carried out except by the department head who writes an evaluative paragraph after the self-study is done by each faculty member for the College of Agriculture and Home Economics Faculty Review.

4) Include the role of students in the evaluation of the instructional program of the institution and the home economics unit.

Evaluation of faculty by students takes place during a pre-announced week. All students are given an opportunity to participate in every course in which they are enrolled. The Princeton Form was used for several years, but the IDEA Form was substituted in the spring of 1977 (Appendix, p. 273). The evaluation results are published as a means of informing other students about the quality of instruction and courses. This is an aid for students in selecting instructors in multiple section courses.

5) Include evidence of extent to which faculty are evaluated and demonstrate qualities of social awareness and responsibilities.

In this area faculty are not formally evaluated for these qualities. A new questionnaire required to be completed by faculty asks the percent of time spent in the above areas.

b. In what ways are certain areas of effectiveness rewarded more than others? Promotions, salary, stipend for teaching assistants as compared with research assistants, etc. Be specific.

When discretionary salary money is available, a merit raise may be given. The Alumni Association presents awards for excellence in teaching and research*. Organizations sometimes provide awards to outstanding faculty members. Limited money is available for graduate research assistants (Experiment Station). University funds have not

* Dr. Lois Kilgore won the Faculty Achievement Award for Classroom Teaching (1977).
been provided for teaching assistants in agriculture; however, for the 1976-77 school year, funds have been provided for two students to be part-time graduate teaching assistants. We have also had a half-time teaching assistant on Allied Health funds. The rate is the same as for graduate research assistants.

52. a. Describe how and the extent to which policies of the home economics unit and the institution encourage professional advancement.

Possibility for promotion and salary increases is increased with professional advancement through additional credits. Funds have been very limited for attending out-of-state professional meetings, but there has been some use of travel money for this purpose. Personnel on Experiment Station appointments have been permitted more travel because of greater availability of money. The MSU Development Foundation has provided a small grant for two people to attend a workshop for the purpose of improving their expertise in the merchandising field. Also, two sabbatical leaves have been granted for professional advancement. There have been no other applications for leave.

b. To what extent are in-service seminars conducted to discuss teaching and evaluation materials. Describe.

No in-service seminars have been conducted exclusively for the department. However, our department is involved in at least one in-service day each year for teaching improvement in the College of Agriculture and Home Economics. We have a representative on the College's Committee for Teaching Improvement and one on the University Instructional Improvement Committee.

c. Does the home economics unit have a program for visiting and exchange professorships and consultants? If so, describe.

Our home economics unit does not have such a program.
53. a. If the teaching assignments for any home economics faculty member have been outside of his field of advanced preparation and/or scholarly competencies, state the reasons.

One faculty member was hired even though she was limited in specialty area courses; but this is done in an emergency situation only. She has taken courses since to remedy this deficiency.

b. Where professional experience is desirable for the special programs, do the principal teaching faculty have this experience (i.e. a registered dietitian with experience in charge of the dietetics program, a person in charge of the home economics in business program who has had experience in the business field, etc.)?

Academic preparation for principal teaching faculty in subject matter areas is more than adequate. The professional, out-in-the-field experience of teaching faculty is limited to a degree. There are three Registered Dietitians and two other faculty members who are members of the American Dietetic Association, with one having hospital experience. All individuals involved in teacher education conform to the requirements of the State Department of Education. The faculty member in home furnishings has done a limited amount of consulting; and the person teaching merchandising has had some retail experience.

54. Review responses to questions 45 and 47. Ascertain that faculty have included:

a. their participation in
   1) professional organizations on and off campus
   2) organizations which advance the profession for which the program prepares
   3) intercultural and community services
   4) interpreting home economics to other professionals
   5) interpreting home economics to the general public

b. evidence of their knowledge, understanding and skill necessary for counseling relative to the development of the individual student's academic potential and in relation to their specialized field.

Responses to these questions have been included.
Adequacy and up-to-date qualities

55. Does the institutional library meet the American Library Association standards in its class?

The general institution library does not meet the American Library Association standards. One measure of adequacy is 500,000 volumes for the first Ph.D. program and 20,000 volumes for each additional program with a yearly addition of 40,000 volumes. The collection is stronger than the number of volumes would indicate. For example, the home economics acquisitions have come mostly within the last ten years, which is also true of some of the other departments. The library is a member of SOLINET, a regional network for shared holdings; and also has availability to the services of CAIR, a computer-assisted information retrieval service, which provides access to over 42 commercial databases. The library has the capability to obtain supplemental material through inter-library loan; and is a depository for U.S. and State government documents. The percentage of material represented in standard bibliographic works is much larger than the overall size of the library would indicate. Currently, the library has 600,000 volumes plus microfiche.

56. To what extent is the contemporary and historical book and periodical collection in the library adequate in coverage and up-to-date enough to support the home economics program(s) being offered, the number of students being served, and the professional development of students and faculty?

Before 1965-66 books and periodicals pertaining to home economics were practically non-existent in the library; however, there were holdings in related areas.

A survey was made of faculty members concerning their evaluation of the holdings in their area of expertise. In only two areas did faculty
say the library was adequate. These areas were home economics education and child development. Four of the six faculty members in foods and nutrition said holdings were adequate in contemporary books. One of the three faculty members in clothing and textiles said contemporary holdings were adequate. Faculty in consumer economics, home management, home furnishings, home planning, and home equipment all said holdings in contemporary books were not adequate. Contemporary holdings in social usage were considered adequate.

Three of the six faculty members in foods and nutrition considered holdings of historical books adequate. The faculty member teaching home planning, household equipment and social usage said historical holdings in these areas were satisfactory. All faculty members in the other subject matter areas said the historical holdings were inadequate. This is to be expected, for home economics holdings were not added to the library until after 1965-66, and contemporary works were the first major acquisition.

All six faculty members in foods and nutrition reported inadequate holdings in research books and periodicals. All three faculty in clothing and textiles said research periodicals in their specialty were inadequate; two said there were not enough research books on clothing, while one thought the holdings in that area were sufficient. Faculty in consumer economics, home management, home furnishings, home planning, household equipment and social usage reported inadequate holdings of research books and periodicals.

57. To what extent does the library provide materials and instructional media such as microfiche, microfilm, and other similar materials?

The library has facilities for microfiche and microfilm. Neither faculty nor students use these facilities to any degree. Only 36% of the faculty and 25% of the students said they knew how to find and use the
microfilm. The library has some 16mm and slide films for loan; however, none of these pertain directly to home economics. There seems to be no funds to buy any.

58. To what extent are research and other primary sources of data available? What evidence is there to show that faculty and students make use of the materials?

As explained in question 56, all home economics faculty with the exception of faculty in home economics education and child development think the library is inadequate in research books and periodicals. However, in a survey of all home economics faculty and 208 home economics students, 64% of the faculty and 75% of the students said they could usually find enough information on the topics researched.

59. What policies and procedures determine

a. the home economics unit's acquisition request for books, periodicals, research and trade publications as well as other educational materials?

The faculty is free to recommend books, periodicals, research and trade publications and other materials, and these recommendations go to the head of the department who prorates the amount of the meager library allotment among the faculty members. The department allocation is made on the basis of prior spending; and since the Home Economics Department is a relatively new department, its prior spending is low. With this policy the large holdings become larger and the small holdings remain small.

b. the disposition of the home economics unit's requests by professional librarians responsible for the acquisitions? How do instructional departments know their requests have been met? To what extent and by what procedures do professional librarians submit supplemental recommendations for the home economics unit?

Order cards submitted by the faculty members are signed by the department head and sent to the library. At some future time a "blue slip" comes back to the department head saying the book has been
received. The department head forwards this to the faculty member who submitted the original order. One problem with this method is that the library does not seem to order books in the order in which the cards are received, and faculty members do not know when planning lessons whether or not they can count on a book being received in time to use as a reference.

c. the final accounting of processed orders for the home economics unit?

From time to time the library informs the department head of the balance in the library fund. A list of periodicals ordered for the department is sent at the end of the year, but no list is compiled of home economics books ordered. The library compiles a monthly listing by call number of all books added to the library that month.

60. Are reciprocal arrangements made with other libraries in the larger community for use by faculty, students and practitioners (inter-library loan)?

The libraries have no reciprocal arrangement other than inter-library loan. Individual faculty members are active in the Starkville Public Library, being "Friends of the Library." Twenty-nine percent use this library more than the much larger university library. Twelve percent of the students use the Starkville Public Library more than Mitchell Memorial Library on the campus. Lack of convenient parking at the university library is a factor contributing to this.

Purchase of Books, Periodicals and Other Educational Materials

61. Are home economics unit acquisitions financed solely from the general library budget?

OR solely from the home economics unit library budget?

OR jointly by general library and home economics funds?

OR by some other specified arrangement? Explain.

Home economics acquisitions are financed solely from the general library budget.
62. a. What was the amount spent for home economics library acquisitions each of the past five years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Spent</th>
</tr>
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<tbody>
<tr>
<td>1972-73</td>
<td>$3,031</td>
</tr>
<tr>
<td>1973-74</td>
<td>3,806</td>
</tr>
<tr>
<td>1974-75</td>
<td>775</td>
</tr>
<tr>
<td>1975-76</td>
<td>1,302</td>
</tr>
<tr>
<td>1976-77</td>
<td>956 *</td>
</tr>
</tbody>
</table>

* In February we were told that we had overspent our budget by $262. Some of the purchases had not been received or processed by the end of the year.

b. What was the budget allocation for the home economics unit's library acquisitions each of the past five years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Budgeted</th>
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<tbody>
<tr>
<td>1972-73</td>
<td>No specific allocation</td>
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<tr>
<td>1973-74</td>
<td>No specific allocation</td>
</tr>
<tr>
<td>1974-75</td>
<td>$284</td>
</tr>
<tr>
<td>1975-76</td>
<td>No specific allocation</td>
</tr>
<tr>
<td>1976-77</td>
<td>1,077</td>
</tr>
</tbody>
</table>

63. Is the budget allocation affected by changes in the home economics programs offered or in the number of students enrolled in home economics? If so, describe how it is affected.

The budget allocation is affected by prior money spent and availability of funds rather than increased number of students and additional programs.

64. How adequate is the library budget allocation? Support your statement of adequacy.

Our library budget allocation has been inadequate some years and generous other years. Faculty members buy books with their personal funds to aid in keeping up with current developments in their fields. Two staff members spend between $300 and $600 each year on books and periodicals.

65. Is the home economics unit's allocation on an equitable basis with that provided for other academic units in the institution?

There is some question as to whether the home economics unit's allocation is on an equitable basis with that provided other units in
the university. A discussion with library personnel indicated that a five-year formula is being developed based on a number of different factors to be considered in making allocations to departments.

66. Is there an established timetable by which each instructional division may request special books, periodicals, and other instructional materials which it needs?

The timetable for the library begins July 1. Money must be spent by February or March of the following year.

Services and Facilities

67. To what extent do faculty make library assignments? Be specific by citing examples of library assignments and the frequency with which such assignments are made.

In home economics education students research a teaching concern and do research for their teaching units. Students also research teaching techniques.

In child development students search for ideas and activities to include in lesson plans. Books related to this are on reserve. Juvenile books and records are checked out to read and play to children in the nursery school.

Students are assigned reference readings in all of the food service management courses. This includes abstracts and term papers which require reference work. Students prepare abstracts from food service management periodicals.

In foods courses students must locate references concerning various aspects of food, and the cuisine of cultures and/or ethnic groups other than their own.

In Experimental Foods students do a research problem in which they must locate at least three references dealing with food research.

In Diet Therapy various assignments are given for students to read
and locate references dealing with diets for certain diseases.

Research on assigned topics is done by students in Historic Costume. They are involved in this during the entire semester.

Students investigate careers in home economics.

Students in fashion merchandising courses are assigned readings each week in current newspapers and trade periodicals. Other clothing courses have assigned reference readings.

In home furnishing courses students explore every design project, and do research on contemporary designers. In the course Household Equipment, students must present a research paper on a piece of equipment.

In Social Usage students prepare a report which requires library research.

In Consumer Economics students do mini-research problems, one phase of which is library research. They also review books dealing with consumer problems. Outside readings are often required, with books placed on reserve.

In home management courses students solve a management problem. Search of the library for information is a phase of this problem. They also read at least one book related to home management.

68. a. Do students and faculty have a share in advising regarding the library's services and facilities? Explain

There is a suggestion box at the library for students and faculty to use. However, only 29 percent of the faculty and 6 percent of the students said they had made suggestions for library services and facilities.

b. If there is a home economics library committee, is a professional librarian on the committee? Are students represented on the committee?

The Home Economics Department does not have a library committee.
The committee preparing this report recommends that such a committee be established.

c. What are the functions of the home economics library committee?

There is no home economics library committee.

69. a. At what hours of each day is the library open?

Library hours are 8:00 a.m. to 10:00 p.m. on week days, 8:00 a.m. to 5:00 p.m. on Saturdays, and 2:00 p.m. to 10:00 p.m. on Sundays.

b. Does the library maintain open or closed stacks?

Open stacks are maintained in the library. For some reason the library is hard to use. A number of faculty members have mentioned difficulty in locating publications. However, they say the library staff is very accommodating and helpful. Seventy-eight percent of the students and 100% of the faculty said they felt comfortable asking for help at the library. Several students in the survey wrote that the library staff did not help them.

c. Are the home economics unit acquisitions housed solely in the general university library? OR solely in the home economics unit library? OR jointly in the general library and a home economics unit library? OR by some other specific arrangement? Explain

Home economics acquisitions are housed solely in the general university library.

70. a. What effort is made to familiarize new students and new faculty with the library's services and facilities?

There is no organized effort within the home economics unit to familiarize new students and faculty with the library's services. Students in English Composition courses are given an orientation to the library. Faculty learn from other faculty and by actually using the library. The library offers short courses or seminars on the use of the library whenever asked; and some home economics faculty, as a
part of their course, take students to the library where librarians show them how to use the library. About two years ago the library held a seminar for home economics faculty. This was arranged by the committee making this library report.

Sixty-three percent of the students and 71% of the faculty said they could usually find the magazine and newspaper references they need while 75% of students and 64% of faculty said they usually find enough information on the topics they are researching. Twenty-one percent of the students and 43% of the faculty said they use the books in the stacks often. Seventy-eight percent of the students and 100% of the faculty feel comfortable in asking for help at the library.

Concerning the use of microfilm, 25% of the students and 36% of the faculty said they know how to find and use the microfilm.

b. What effort is made to familiarize students and faculty with new or changed services and facilities in the library?

The library publishes a bulletin approximately once a month listing new acquisitions to the library and announcing new or changed services and facilities and changes in library personnel. This is helpful.

71. Do library facilities provide for

a. adequate space for student and faculty use of the library resources for reference, study, and research?

At times the library is crowded but we do not know whether it is lack of space that caused 25% of the students to say they could not concentrate at the library. Faculty members said they could concentrate while at the library. Students felt that the stacks were too crowded, lacked space to place study items, and were often too high or too low for ease of selection.
b. lighting, ventilation and sound control appropriate to the use of the area in order to reduce physical distractions?

Seventy-five percent of the students and 10% of the faculty said the library was quiet enough. A few negative comments were made by students and faculty concerning lighting and ventilation in the stacks.

c. copying and duplicating services in adequate amount?

Fifty percent of the students use the copying and duplicating services in the library. Numerous copy machines are available for low-cost copying. It appears that these services are adequate.

d. a home economics reading room or area if general library facilities are not sufficient to accommodate student/faculty demand and/or are not readily available?

The home economics unit has no reading room; however, from the answer to one of the questions asked in our survey, it appears that one may be needed. Thirty-six percent of the students reported using reference sources available in the offices and laboratories of faculty as much or more than those in the library. Eighty-six percent of the faculty use their own libraries more than the university library. However, the reason many faculty members gave was that they could not keep up to date if they relied on the university library. It takes a long period of time for the library to get books.

Materials and Instructional Media Center

72. To what extent are diversified media and materials available to students so that they may choose different ways to achieve course objectives, may progress at their own rates of learning, and/or may use the styles of learning best suited to them?

Include in your response learning facilities that provide for the following styles of learning:

a. audio-visual
b. visual-tactile
c. visual
d. audio and motor response
e. audio without motor response
Library holdings are limited, so at present no effort has been made to diversify into these areas. The department has audio-visual tutorial equipment for individual instruction, especially in the foods and nutrition area. Other areas within the home economics unit make some use of this facility. We have four units and therefore it is not practical for use with large classes. The College of Education is developing a audio-visual laboratory which home economics faculty may use, but at this time it is in the developmental stage.

73. Are the available instructional materials which support the present home economics program(s) current? Are these materials readily available to the students and faculty in adequate quantity?

With some exceptions the instructional materials which support the present home economics program are developed or purchased by the individual faculty members. Some films are borrowed or rented. The Research and Curriculum Development Unit for Vocational-Technical Education has some filmstrips, 16 mm movies and other visual aids that can be borrowed when not being used by Vocational-Technical educators in Mississippi. These are more for use in a classroom situation than for individual student use. The same is true for borrowed and rental films. The library holdings along these lines are minimal.

74. State specific strengths and weaknesses of your library in relation to your professional roles.

Among the strengths of the library are the attitude and cooperation of the library staff. These qualities are appreciated by the faculty of the Home Economics Department and by most of its students. Other strengths are: pleasant reading rooms; willingness of library to acquire recommended books which have been approved, and to order books in the home economics area from the general budget.

Crowded stacks, insufficient numbers of up-to-date books, and lack
of money to get needed books are the main weaknesses.

Also, the length of time from the date a faculty member requests a book until it is on the shelf seems entirely too long, and is frustrating to faculty members who need to keep up. This may be due to organizational procedures or lack of sufficient personnel.

The way the library makes allocations to departments should be re-evaluated. Based on low allocations, a growing department (which home economics is) has no way of keeping up.

The Home Economics Department is probably too conscientious in adhering to its allocation. For example, in 1976-77 all funds provided the department were not used because some of the books ordered were not received, thus leaving a balance in our allocation.
75. Describe the physical facilities and equipment available to the home economics unit for:

a. teaching and other activities related to carrying out the academic program.

Physical facilities used by the Home Economics Department include: Moore Hall (MH); Lloyd-Ricks Experiment Station (ES); 19 President's Circle (NS), nursery school; two renovated units of Stone Apartments (SA) for home management residence; and a unit of the Herzer Dairy Science Building (DS), for the quantity foods laboratory. Floor plans are attached and identified by code letters for cross reference (Appendix, p. 274).

When lecture courses are scheduled with an enrollment of over 65 students per class section, other campus facilities must be utilized. Assignments are made by the coordinator of schedules. When research and experimental courses in nutrition require the use of animals, laboratories of the Animal Science Department and the College of Veterinary Medicine are made available to us.

1) Moore Hall (MH)

Moore Hall, one of our major classroom and office facilities, was built in 1947 to serve as a dormitory, and renovated in 1972 for the Home Economics Department. It houses six offices, one large lecture room, a seminar room, and laboratory/classrooms for foods, textiles, clothing, home furnishings and housing (see Appendix, p. 274). Storage, lounge areas, and restrooms are also provided.

Many of the rooms in Moore Hall are used for a variety of courses. The clothing laboratory was designed for twenty students and provides an organized arrangement of twenty sewing units. The room is well designed for lecture and laboratory classes with ample storage for
teacher and students. It also includes display areas, fitting areas, movable mirrors, laundry, and grooming areas.

The textile laboratory (Room 202) is designed to accommodate twenty students and is furnished with movable tables and chairs. Wall and counter cabinets provide storage for textile testing equipment, periodicals, fabric samples, and microscopes. A sink, chalkboard, bulletin board, and projection screen are provided.

Since each laboratory has its own storage, room 217 is used for general storage. Adequate provision is made for the storage of stencils, supplies, and audio-visual equipment. The mimeograph machine and supplies for its operation are kept here. Additional shelves or cabinets would make for neater and better use of this space.

Room 215 serves as the major multipurpose lecture room, and schedules are arranged for maximum usage. Occasionally, special events, contests, style shows, and club meetings are held here. The lecture room contains movable desks with a wide arm and a storage shelf, and is designed for 63 students. Some semesters, desks of another variety have been borrowed when needed to increase the capacity of the room. The front of the room is raised and carpeted to form a stage which has entrances from a hallway and adjacent classroom.

Room 214 is the home furnishings laboratory/lecture room, designed for twenty students. Drawing board desks serve the students for both laboratories and lectures and can be arranged to facilitate a variety of teaching methods. Thirty-five linear feet of base cabinets and wall-mounted pegboard provide storage for laboratory samples. Floor-to-ceiling closets in one area of the room serve as storage for students.
The seminar room (Room 117), used for home economics education, also serves as a multipurpose room for meetings. Ten seminar tables are designed to be arranged into various group sizes and will accommodate approximately twenty students per session. Storage for teaching aids and materials is provided in files and shelves.

Room 116 has facilities for laboratory and lecture classes in the area of home planning and equipment and is used for other lecture classes. The room is furnished with eight tables which seat forty students. Two recessed areas are closed off by folding screens and provide a laundry and a kitchen. The room has 12 feet of chalkboard and 25 feet of base cabinet storage for laboratory supplies and equipment. A projection screen is mounted above the chalkboard.

The foods laboratory (Room 104) is equipped with 10 two-person units. Each two units, however, share a refrigerator and dishwasher. Twenty students are scheduled for each foods laboratory. All areas have base and wall-mounted cabinets. There is a mounted screen and chalkboard. For demonstration, discussion, and dining, ten movable tables seat forty students. Storage is provided for small appliances and laboratory coats.

2) Lloyd-Ricks Experiment Station (ES)

The research laboratories and offices are housed in the Lloyd-Ricks Building. Room 212 is designed as a home economics laboratory and classroom for twenty students. It contains one kitchen unit, projector, screen, ceiling-to-floor bookcases, cabinets for periodicals and reference books, and storage space.

The nutrition research area consists of four laboratory rooms. The hall is lined with bookcases for reference materials and periodicals. The laboratories contain four laboratory benches and two electric
counter top units along with adequate cabinets for storage of laboratory glassware, chemicals, and other supplies. An office for two graduate students contains the audio-tutorial carols.

3) No. 19 President's Circle (NS)

The Home Economics Nursery School is housed in a renovated residence originally used for faculty housing. A maximum of eighteen children are enrolled in each of the two daily sessions. Room 1 is arranged in the following mobile learning centers: Block, Dramatic Play, Music, Language-Literature and Manipulative Table. Equipment used in this room include piano, table and record player, three mobile storage units, two sets of unit blocks, two multipurpose tables with twelve child-sized chairs, small wooden table with two chairs, child-sized stove, refrigerator, chest of drawers, bed for dolls, mobile bookrack. One wall has a built-in bookcase, cabinet, and drawer storage for small table equipment and materials. Eighteen compartments are built along one wall for children to hang coats and store personal items.

Room 2 is used for the art and science learning centers. It contains a cabinet for storing supplies, a multipurpose table, six chairs, a water fountain, two portable easels, and a drying rack.

The double bathroom (Room 3) is furnished with child-sized facilities and is convenient to enter from both rooms.

A kitchen (Room 9) provides equipment and storage for snack-time activities.

The observation booth (Room 11) is adjacent to Room 1, but can be entered from an outside door only. It is furnished with ten chairs and a counter on two sides. Two walls contain one-way glass above which is a fabric screen to enable students to hear the conversations
of the children. Room 10, the student lounge, has a southwest entrance which permits students to enter and leave personal possessions before entering the main body of the nursery school. It is furnished with chairs, small sofa, and bookcase.

The playground of 9,860 square feet was planned by the nursery school director and Landscape Architecture Department and takes advantage of the natural surroundings. There is a tricycle run, a concrete play area, three areas for sand play, and portable climbing toys. A small building (114 cu. ft.) provides storage for the wheel toys, A-frames, work benches, wooden boat, balls, sand toys, bouncing board, bridge ladders, and other portable playground equipment.

4) Stone Apartment (SA)

The Stone Apartments were built in 1947 for faculty housing. In 1973 these apartments were slightly renovated to accommodate women students. Two connected ground-floor units were assigned to home economics for a home management residence, and students pay rent at the same rate as other students in the apartment complex. The large apartment has three double bedrooms, each having twin beds, shared closets and chest of drawers, and a desk/make-up combination. The living room is furnished with sofa and four chairs, two lamps, coffee table, and desk. The dining area has a table and six chairs. The kitchen contains sink, stove, refrigerator, and storage for kitchen supplies and small appliances. There is much room for improvement.

5) Dairy Science (DS)

The quantity foods laboratories and lectures are conducted in the Herzer Dairy Science Building. On the first floor there is a dining area (Rooms 140, 141) having a seating capacity of 66, a well-equipped kitchen area, hallway storage, and a small separate
room for dishwasher equipment (scullery). The dining room is functional and aesthetically pleasing with its ceiling-to-floor solid glass tinted windows on two sides. All of the tables and chairs in this area were purchased secondhand, however, and a much more pleasing effect could be accomplished with more modern furnishings. Oftentimes the 66 spaces are inadequate and patrons must wait in line to be seated. The lecture room used for this class is located on the second floor north wing of the building (floor plan not shown). Another lecture room is available to accommodate classes of over twenty students.

The kitchen area is adequate in space with its present up-to-date equipment for ten students per section. However, there is need for other small equipment to be added to this laboratory, yet further additions would create a spacing problem.

b. research

The major research is done in the nutrition laboratories of the Experiment Station (See a., 2). Other areas have been used to a lesser degree. Equipment in the research laboratories is primarily used for graduate students and funded from Experiment Station research projects.

c. offices

One single and three double-occupancy offices are provided for home economics faculty housed in Moore Hall. Two connecting offices on the first floor are used by the head of the department, the secretary, and student workers. All offices are in close proximity to the teaching facilities and offer easy access to students. Each faculty office is equipped with book storage, desk, chairs, filing cabinet, and telephone. Standard office furnishings are provided for the secretary.

Besides one double-occupancy office in the wing of the Experiment
Station housing the nutrition laboratories, there are desks for graduate students in the hall area. There are five other offices adjacent to the laboratory wing which includes one secretary's office, three offices for four staff members, and an office for two graduate students which also contains the audio-tutorial carrels.

Room 5 of the nursery school is designated as an office and has a long table and wall cabinets and shelves for storage. A second office is upstairs (Room 20) and is shared by three instructors. It contains three desks, files, and built-in cabinets. Other storage is provided in areas designated on the diagram as 36, 74, and 88.

In the Dairy Science Building an office is provided on the second floor, north wing.

Some of the personnel in the department teach in buildings other than those in which their offices are located.

d. student and faculty rest periods

Two lounge areas are provided for students in Moore Hall and one in the nursery school, but there is no area designated specifically for faculty. Each lounge in Moore Hall is furnished with a sofa and several chairs. A magazine rack is also provided. The entrance of the building is furnished with two settees. There is a rest room on each floor of Moore Hall. In the Experiment Station there is no lounge area, but rest rooms are readily available. In the nursery school, a rest room for adults is adjacent to the lounge. In the Dairy Science Building, there is a modern study-lounge area on the second floor with accessible rest rooms.

e. security of students' materials

Some storage for students' supplies and materials is provided in each laboratory; however, there are no locked facilities except for the
tote tray area in the clothing laboratory.

76. Describe features of the home economics facilities such as exhibit areas, reading rooms, areas for independent study, and self-directed study.

The entrance hall of Moore Hall has four bulletin boards for announcements and newspaper clippings, as well as listings of job and educational opportunities. Each room is well equipped with large areas of cork board for exhibiting. No rooms are designated for reading rooms; however, when rooms are not scheduled for classes, students may use the rooms for reading and studying. Students also use the lounge areas for reading.

Room 210-A Experiment Station has four audio-tutorial units. Numerous scientific journals, periodicals, and books are available in ES 212 and 214 for students involved in independent and self-directed studies. There are also two bulletin boards in the corridors.

The Nursery School has one large bulletin board upstairs and a small bulletin board in the student lounge. Five bulletin boards of various sizes in Rooms 2 and 3 are used for displaying children's art, theme pictures, and concept cards.

In the Dairy Science Building is a modern study-lounge area which home economics students may use.

77. a. To what extent are the above described teaching, research, conference and office facilities adequately up-to-date, functionally adequate, and aesthetically pleasing?

Since Moore Hall was recently renovated, this facility would be rated quite attractive and adequately up-to-date. With the increase in faculty and student enrollment, more office space is needed to provide privacy for counseling. There is a shortage of office storage. All laboratories are functionally adequate for their stated purposes except home economics education and home furnishings. One class in home furnishings now uses a portion of the animal husbandry building which leaves
much to be desired aesthetically and functionally. Although each laboratory has storage, the one room designated for general storage lacks shelf space for organized storage. The nursery school has excellent overhead lighting and also many large windows. It is functionally adequate and aesthetically pleasing, a very bright and cheerful atmosphere for children. Ventilation is also good. The home management apartment has not yet reached the standards desired in order to express adequately the philosophy of the department.

At present, facilities for nutrition research are crowded but functionally adequate. However, if the recent large influx of graduate students in nutrition continues, our research facilities will not be sufficient to accommodate them. In general, each room has adequate lighting and ventilation.

b. Describe space, facilities and/or equipment utilized outside the institution for each home economics program offered. To what extent are these adequately up to date, functionally adequate, and aesthetically pleasing?

Students in the dietetics program are required to supplement their on-campus laboratory experiences by participating in selected activities in nursing homes, hospitals, head start centers, etc. The conditions vary aesthetically in these facilities, but serve to give the students needed insight and work opportunities.

Although not outside the institution, but outside our jurisdiction, is the College of Veterinary Medicine which is currently providing two animal isolation rooms in their building for our nutrition research program. They house our stainless steel metabolism cages for trace mineral studies. The building was completed in 1969 and their laboratories are modern, up-to-date, and functional. We have the capability of housing more than 200 rodents at one time.
In addition, the Animal Science Department has provided space for our experimental nutrition research program in the past and will continue to do so in the future. In 1975, the Animal Science Department completed a renovation of their animal housing unit, making it more functional for experiments and classes.

78. a. To what extent are available spaces and equipment within the institution adequate to accommodate the number of students in each home economics program offered?

On the undergraduate level all the program facilities were designed for optimum teaching by limiting the number of students in each section. With the increase in the number of students in each program, new sections are added using the same facilities. Each year there are fewer hours when students have access to the laboratories outside of class hours. This is particularly true of clothing students who need to spend out-of-class time to complete projects.

Space and equipment are barely adequate for the number of students enrolled in each course in the nutrition program. Chemicals, supplies and equipment are supplied from Experiment Station research funds allocated to individual investigators. Office areas for graduate students do not provide optimum conditions for study.

b. To what extent are available spaces and equipment within the institution adequate to accommodate the number of students in other areas who wish to elect courses in home economics?

On the undergraduate level all classes are open to students requesting the classes providing they meet the prerequisites. By computer, students are assigned to classes they request regardless of major. After preregistration, more sections are added as needed if staff and rooms are available. We try to accommodate all students from other areas who are assigned to classes. On occasion classes have been moved to another building to obtain a larger classroom.
The observation room in nursery school was planned prior to the
time students in elementary education were required to take child develop-
ment for their certification. It is extremely difficult to cope with the
number of students who must now schedule observation hours during nursery
school sessions. A two-session day was instigated to alleviate this
situation. The number of children who can be enrolled for the afternoon
session has become so limited that a return to the one-session day seems
mandated. We feel we do not have adequate facilities for all-day sessions
which the majority of parents prefer.

As mentioned earlier, the quantity foods laboratory is functional
but smaller than desirable.

79. To what extent are the above described facilities arranged to facilitate
effective teaching and a variety of learning experiences?

The faculty of the department is physically separated and housed in
four different locations on campus which makes communication difficult. A
further complication is that some faculty members must leave their office
areas to have classes in distant buildings without ready access to audio-
visual equipment.

Several rooms in Moore Hall, where lecture and laboratories are held
in the same room, are furnished with movable multipurpose furnishings
easily arranged for small groups, discussion, lecture, etc. Kitchen units
are the only permanently installed areas. The nutrition research laboratory
is arranged effectively. However, one of our experimental animal facilities
is housed one mile from the main campus. The nursery school facilities
lend themselves to effective teaching and a variety of learning experiences.
Furniture and equipment are readily rearranged to accommodate changing
activities. The quantity foods laboratory permits effective teaching and
gives students an opportunity to meet the goals of the course. The
arrangement of the equipment for preparation and serving is efficient for the space limitations.

80. To what extent are the facilities of supporting disciplines accessible to home economics students and faculty? Do they allow for cooperative efforts?

Cooperative efforts exist in both research and teaching programs. Support from other disciplines is evidenced by the fact that home economics is scheduled in classrooms in other buildings. Home economics education students televise mini-lessons using equipment owned by another department. When departments or individual faculty members have been contacted for a specific need, we have generally been granted the use of rooms or selected pieces of their equipment.

81. To what extent are observation-participation facilities maintained so that families in their existing environments as well as simulated situations are utilized?

Our home management residence provides simulated family situations to a limited degree. The nursery school observation room and playground area provide a favorable environment to study children. Such observation-participation is continued in the child-parent counseling. In consumer education and nutrition there are home visitations. The county and local head start centers, day care centers, hospital, nursing homes, school lunch programs, health center, student teacher centers are all observation-participation areas in which we are very active. In the course, Management of the Household, families of several socio-economic levels and families who show different values in their decision-making are visited.

82. To what extent are classroom environments conducive to learning; that is, they have:

a. temperature and sound control, and adequate lighting and ventilation in each room?

Moore Hall would be rated quite high in providing these conditions for a proper classroom environment. There are several units which provide central heating and air-conditioning. Room 117 has some problem
with acoustics which could be improved with carpeting. Classrooms in the Experiment Station have adequate lighting, ventilation, and air-conditioning which is regulated independently within each room. The nursery-school has good temperature control and is very well lighted. The large room is carpeted to reduce noise. The observation room is not sound proofed, and there is a problem in keeping it warm in winter and cool in summer.

b. audio equipment provided as needed?

In Moore Hall the audio-visual equipment is stored at a central location and moved to the place of use. Currently, the supply of equipment of different types is quite limited. In the Experiment Station there are four audio-tutorial carrels available for students for self-study programs. When classes are taught in other buildings, access to equipment is a problem most often met by the faculty member carrying the equipment to the appropriate location.

c. space and facilities that exemplify good design in aesthetic and functional aspects?

Moore Hall is well designed and would be considered reasonably attractive and functional. The environment is conducive to teaching and working. The nutrition laboratories of the Experiment Station were moved to the present location in 1968 and are functionally adequate for teaching and research. Some renovation is due. When the nursery school was established, it was renovated according to the wishes of the faculty. It still has a reasonably good appearance. For the short session, the nursery school is functional.

83. a. Describe the provisions (that is, both the plans and the finances) for daily and long-term maintenance of the physical facilities, including the equipment, of the home economics unit. In describing maintenance, include provisions for security, safety, sanitation, repair and improvement of facilities and equipment.
The President of the University has appointed a chairman for the "Organization of Operations of Buildings" and a committee member is assigned the responsibility of the operation of one or more buildings. The purposes for this organization relate to communication; safety and emergencies; security; health; maintenance and repair; assistance to and provision for handicapped persons; and other similar matters. Resource persons who specialize in these areas may be called upon for advice and assistance as needed. General repairs to the buildings are requested from the Physical Plant Department and the home economics unit is not billed. However, each department's budget must cover repair and maintenance of furnishings and equipment.

b. Who supervises the daily and the periodic maintenance of facilities which insures the security, safety and sanitary conditions?

The university maintains a Physical Plant Division which is under the direction of a Plant Superintendent. Subdivisions are: (1) utilities, (2) vehicle operation, (3) custodial, (4) carpentry, (5) equipment maintenance, and (6) safety. This Division provides daily custodial services. Janitorial personnel are assigned to specific buildings for afternoon and evening care. Periodically, working teams wash windows, wax floors, and do major cleaning. Services of Campus Security are available at all times. The Physical Plant Division initiates the scheduling of new roofs, exterior painting, etc.

The Mississippi Agricultural and Forestry Experiment Station maintains its own Transportation and Safety Officer who implements the necessary regulations and codes of the Occupational Safety and Health Act, 1967, so that obligations to the employees, faculty, and students are met. A representative from the department is appointed to the MAFES Safety Committee with the responsibility of reporting accidents and fire hazards, and checking fire extinguishers periodically.
84. Describe areas needing improvement and how this is being accomplished.

There is room for improvement in all of our physical facilities. However, the redecoration requested for the area in the Experiment Station is not feasible at this time since a different area is to be assigned to us in the near future.

The major improvements we need rather than general remodeling include space for offices, at least one large classroom (200 students), and an adequate area for home furnishings activities. The area we use as the apartment for Home Management needs redecorating and remodeling, but this does not belong to the department and is taken care of by the University Housing Department. The observation room in the nursery school is too small for our present needs. It would be a great help if it were soundproof, with an amplifying system from the classrooms.

Both the nursery school and Moore Hall were freshly painted inside in 1972, and the need for redecorating has not had high priority with the staff. However, this will be necessary in a few more years.

Requests for major renovations, repairs, and remodeling are submitted annually by the head of the department to the administration for evaluation and priority.

85. To what extent have requests from the home economics unit for improvements in physical facilities been honored?

In 1972 our department was quite adequately housed. Moore Hall had been entirely renovated, and the nursery school was established in a modified, redecorated home. We have not had major requests for improvements since that time.

We have occasionally had damage from broken water pipes, air-conditioning units, etc, which have required repair of walls and ceilings. The repaired areas have been painted as needed.
Members of the administrative staff are cognizant of our other needs and have tried to meet them.
86. Where possible cite page (or pages) in the catalog which show curricular requirements for each program in the home economics unit. See Form 5, Requirements for Each Professional Program Offered in Home Economics, for the pertinent information to be included.

See Bulletin of the Mississippi State University, Volume LIII, Number 2, April 1977, pp. 85-90 for curricular requirements for each program in the home economics unit. This information is also found on the option worksheets and summarized on Self-Evaluation Form 5 (see Appendix, p. 279).

87. a. Show how an understanding of the seven concepts listed in Criterion 5.1 is obtained.

The core curriculum or general studies component of the home economics curricula "meets the requirements of the institution for general studies." There is "adequate preparation in behavioral and humanistic studies, natural sciences, and communications" through courses in psychology, sociology, physical education, physical and biological sciences, English, and communications. Within this general studies component, courses in history, political science, economics, agricultural economics, and sociology "provide for an awareness of the political, social, and economic forces in our society and their impact on individuals and families."

All options in home economics provide for a general background in home economics. The seven concepts in Criterion 5.1 are met in the following ways:

1) "The family in society" is included in courses in sociology and in child development. All options are required to take SO 1003 Introduction to Sociology. SO 1503 Marriage and the Family and HE 2813 Child Development are found in all options except dietetics. The child development option also includes HE 3803 Nursery-Day Care Procedures.
Many courses taught in home economics emphasize the family's relation to the particular subject matter.

2) "Human growth and development in relation to nutrition" is covered in HE 3213 Individual and Family Nutrition and touched upon in HE 2203 Foods which are required of all options. HE 3202 Child Health and Nutrition is required in the child development option, but can be chosen as an elective in any option as can the dietetics requirements of HE 3243 Diet Therapy, HE 4263 Experimental Foods, HE 5223 Human Nutrition, and HE 5233 Applied Nutrition, providing pre-requisites are met.

3) "Human development and its relation to the family" is considered in SO 1503 Marriage and the Family. HE 2813 Child Development, a family oriented course, is required in all options except dietetics. The education and extension options require EPY 1073 Adolescent Psychology which is related to this area. HE 3301 is required in the extension option, and is entitled Home Nursing.

4) "Management of human and material resources" is emphasized in HE 4303 Consumer Economics and HE 4313 Management of the Household. One of these courses is required in all options except dietetics. Other courses which give special consideration to this area are HE 2533 Family Clothing, HE 3233 Meal Management, HE 4323 Home Management Residence, MGT 2113 Principles of Management, HE 3623 Home Planning, HE 3633 Household Equipment, HE 4633 Home Furnishings Construction, and HE 5293 Purchasing Food and Equipment for Institutions. One or more of these courses is found in each option.

5) "Aesthetic qualities in the environment" is considered in ART 1123 Design and HE 1523 Art in Dress which are found in all options except dietetics. HE 1101 Social Usage is required in the clothing and
textiles, education, and extension options. It is selected as an elective by many students in the other options. Courses in this area which are required in the home furnishings option and are electives for the other options are as follows: HE 3613 Home Furnishings and Decorating, ART 1113 Art Appreciation, ART 1213 Freehand Drawing, HE 3643 History of Interiors, HE 4613 Advanced Home Furnishings and Decorating, HE 4613 Introduction to Interior Design, HO 1333 Ornamental Gardening, and HO 2343 Floral Design.

6) "The influence of science, technology, and consumer economics upon families and family members" is indirectly touched upon through courses in the physical sciences, biological sciences, sociology, and history. More closely related to this area are HE 4303 Consumer Economics, HE 2233 Meal Management, HE 1523 Art in Dress, HE 1533 Basic Clothing Construction, HE 2203 Foods, HE 3213 Individual and Family Nutrition, and HE 3203 Child Health and Nutrition. At least one of these is required for each option.

7) "The philosophical base of home economics and the relation of its specialities to the field as a whole" is covered in HE 1701 Survey of Home Economics which is an "introduction to the field of home economics through a study of its history and the variety of professional careers available." This general course is required in all options. In addition, some options have courses specifically related to this area, such as HE 3691 The Home Furnishings Profession, HE 3413 Orientation to Teaching Home Economics, and HE 5423 Teaching Home Economics.

b. What ratio does the institution seek to maintain between the professional studies component and the general studies component?

There is no stated proportion of general education required by the University. Each college may initiate certain requirements for its various curricula.
c. Who determines this?

When new programs are instituted, the curriculum committees at the college level and at the University level, give consideration to the general education courses included. The Division of Instruction, State Department of Education, sets requirements for teacher certification. All requirements, including those for general education, are listed in "Regulations for Teacher Certification." The American Dietetic Association approves the total curriculum currently offered for students in the dietetics program.

d. Give supporting evidence.

Several new programs in the past few years have reached the University Curriculum Committee and have been returned to the appropriate department for increased emphasis, particularly in general education courses.

88. Describe the process by which substitutions may be made for "required courses" distinguishing between requirements for professional preparation and requirements for the home economics component common to all programs.

All options must contain 32 hours of home economics courses. An effort is made to select these courses from the broad field of home economics, so that the student has an understanding of the concepts underlying the field. Substitutions are made by the advisor(s) for that option and/or the department head after careful consideration of the student's background, needs, and interests.

Each option has professional courses designed to prepare students for careers in specific and general areas. Substitutions are made by advisor(s) and/or the department head in consultation with the student. Not only do they look at the background of the student, but also plan for specific career goals that the student wishes to achieve. When the desired learning cannot be obtained through a course, or through a
combination of courses, independent study is used by assigning special problem courses. It is difficult to make substitutions for some courses in the education and child development options because of the Mississippi State Board of Education Certification Requirements for Teachers which these programs meet. The courses in the dietetics option are approved under Plan IV of the American Dietetic Association; therefore, any substitutions must be approved by the ADA.

89. What evidence can you give that methods of instruction promote critical thinking and synthesis of learnings?

Students are presented with a variety of new knowledge through a large range of methods of instruction. Lectures and guided discussions present materials primarily at the knowledge level. Laboratories provide an opportunity to reinforce knowledge, to analyze, and to make sound judgment. Students are offered opportunities to use their previous knowledge in combination with their new knowledge - to explore, to create, to reason new outcomes, to plan and carry out uses for their new knowledge. Problem solving and critical thinking are encouraged by promoting continuous learning experiences. Application of principles are both taught and practiced. Some teachers make use of test questions which require critical thinking and problem solving. Most of the teachers try very hard to vary the instructional techniques so that class time can be used for more than merely copying facts from a lecture.

90. a. What methods of instruction are used and which predominates in each of the home economics programs? (discussion groups, observations, lectures, field trips, laboratories, seminars, community activities, work experiences, etc.)

Methods of instruction which predominate in all areas of the home economics program are lecture and laboratory. Classroom demonstrations and discussions are also widely used. Field trips, guest speakers, and individual learning experiences are frequently used in the areas of
clothing and textiles and home furnishings. These are also used on a limited basis in other options. Work experiences are included in all options as a method of instruction. Audio-tutorial assignments are used extensively for the option of dietetics. Guest speakers, student demonstration, self evaluation, supervision, readings, and experiences in teaching are used on a limited basis for specific courses in various options.

b. What types of teaching materials do the faculty in each of the home economics programs tend to favor? (slides, movies, learning packages, audio-visual materials, tapes, etc.)

The majority of the faculty members tend to favor the following materials: text, library references, transparencies, slides, and movies. The following materials are used on a limited basis by specific options: laboratory manuals, specific laboratory equipment, filmstrips, educational exhibits, pamphlets, chalkboard, handouts, models and posters.

91. Append materials which show whether or not each professional program in the home economics unit has:

a. clearly stated educational objectives and student competencies consistent with the needs of the profession for which the program prepares.

Each course and option in the home economics department has clearly stated educational objectives. Student competencies desired are consistent with the needs of the profession for which the program prepares. Refer to Appendix, p. 290.

b. evidence that the objectives are based on the recommendations of faculty, students, alumni, employers and others in the larger community and that these personnel are also involved in the evaluation of course content and classroom presentation.

The objectives were developed after consultation with students, faculty, and recent graduates in each option. The advisor in child development seeks evaluation of the curriculum from nursery and kindergarten teachers, particularly those who supervise the student teachers in this option. Business personnel and other fashion merchandising
educators in various locations are consulted concerning the option
clothing and textiles in business. The advisor in the extension option
works closely with the head of the Department of Agricultural and
Extension Education, and certain state and county personnel of the
Mississippi Cooperative Extension Service. The objectives of the dietetics
options are based on those previously approved by the American Dietetic
Association, and those of the education option are based on Competency-
Based Professional Education in Home Economics, AHEA, 1974. A.S.I.D.
and F.I.D.E.R. objectives, along with faculty experience and observations
of design firms are used in the home furnishings option; however, the
advisor feels there is a need to send a questionnaire to design firms.
c. sequential arrangement of courses throughout the academic program and
throughout the content of the professional option offered in the program
which enables 1) the home economics program to be built on the give
emphasis to the supporting disciplines and 2) the concepts, basic to
home economics, to be integrated in the areas of specialization.

See Bulletin of the Mississippi State University, Volume LIII,
Number 2, April, 1977, pp. 85-90 for the sequence to be followed in
each option. On pages 389-392 of this same bulletin all home economics
courses are listed in numerical order with the prerequisites given.
Descriptions for courses in disciplines which support the home economics
programs are listed under the respective departments, such as Art,
Sociology, Early Childhood Education, Horticulture, Accounting, Manage-
ment, etc.
d. evidence that the content of specialized courses is clearly defined
and shows evidence of integration of home economics concepts relevant
to the area of specialization.

A syllabus for each course taught in the Department of Home Economics
is available in the offices of the Department of Home Economics and the
Dean of Agriculture and Home Economics. These include description,
objectives, justification, methods of teaching, outline, and references
for each course.

e. identified employment opportunities in specific areas for which graduates will be prepared.

Pages 85-87 of the Bulletin of the Mississippi State University, Volume LIII, Number 2, April 1977, identify career direction in the seven option areas for which graduates may be prepared. The child development, clothing and textiles, home furnishings, and education option advisors have also prepared materials on career opportunities, personal traits of individuals needed in these areas, and program content for the Mississippi State University Public Information Service.

f. made proper arrangements through a system of cooperative programs with another accredited institution to provide specific courses not available in the institution under study, in order to meet professional requirements when necessary.

No arrangements have been made for cooperative programs.

92. How do you justify the offering of each of the different programs by your home economics unit?

The material prepared for the MSU Public Information Service offers justification for the options and rationale for the subject matter concentrations in child development, clothing and textiles, home furnishings, and education. Although statistical information indicates that a high proportion of all women work at some stage in life, a number of our students apparently seek a degree as a means of self-fulfillment. Some of our graduates each year do not seek employment. The offering of each of the seven options by the Department of Home Economics is further justified in the following ways:

Child Development - Although kindergartens are not a part of the public school system in Mississippi, the State does operate pilot programs in some areas. Many legislators have stated that there need to be training programs in our state so that teachers will be available when kindergartens
do become a part of the public school system. The importance of the early years and the value of good programs for the young children of working mothers have led to a need for well-trained teachers whose orientation is toward the child under six years of age. There are presently 35 majors in the child development option. Approximately 60% of the graduates have found professional positions working with young children.

**Consumer Economics and Home Management** - Very few students are attracted to this option. There are no courses unique to this program, so it does not require additional funds or facilities.

**Clothing and Textiles** - This program is offered due to student interest and demand. Approximately 100 home economics students selected this option for fall, 1976.

**Home Furnishings** - This program is quite popular and attracts a large proportion of the home economics enrollment. Interior design/decorating is a recognized profession of very high status in Mississippi, and is pertinent as a major force in solving problems of man-made environments.

**Dietetics** - The foods and nutrition option is justified by the solid background of nutrition research (since 1924) in the department. Mississippi State University is the only place in the state offering a Ph.D. degree in nutrition. The faculty strength is concentrated in this area with four Ph.D.'s. The master's program is recognized by the American Dietetic Association as an alternate route for students wishing to become Registered Dietitians. Mississippi has a current shortage of Registered Dietitians.

**Education** - Courses in this program are helpful to future home economics teachers and to those seeking careers in the Cooperative Extension Service, as well as majors who wish to work as representatives for commercial concerns. Mississippi State University currently prepares more teachers
than any other institution in the state. Teaching is a viable career and broad background for professional service.

**Extension** - Under present court order applicants for Extension positions may be interviewed only if they rank among the top three seeking a specific position. A sufficient number of points cannot usually be amassed without work experience past the B.S. degree. Therefore, during the 1976-77 term students have been advised to take specialized courses in agriculture and extension education and to complete another option as well. There are numerous opportunities for those with some professional experience.

93. a. To what extent are prerequisites and corequisites listed for courses in home economics?

The courses presently taught in the Department of Home Economics are listed on pages 389-392 of the Bulletin of the Mississippi State University, Volume LIII, Number 2, April 1977. Over half of the courses in the current catalog have prerequisites.

b. Under what conditions are prerequisites and corequisites waived?

In rare cases are prerequisites and corequisites waived. These would be with transfer students who have difficulty registering for courses, and with permission from the instructor.

By-pass examinations are available in home economics for Basic Clothing (HE 1533) and Foods (HE 2203). Not many students avail themselves of the opportunity to take the exams. Course credit is not given; but with a satisfactory examination score serving as the prerequisite, we permit students to move to a more advanced course.

The catalog listing of prerequisites is complete as to our requirements. In a few instances a course is marked "by permission of the instructor." In each case the prerequisite is intended to aid a student in scheduling those courses that are arranged in sequence. This avoids
placing a student in a course in which it would be difficult for him to operate successfully.

94. Refer to Organization and Administration: Goals and Objectives of the Home Economics Unit questions #5 and #6.

a. How are the home economics unit programs offered related to the objectives and the purposes of the University?

The purposes of Mississippi State University are stated on page 9 of the Bulletin of the Mississippi State University, Volume LIII, Number 2, April 1977 (see answer to question #5 of this self-study). All options in the home economics unit are committed to the University's first purpose which is "the intellectual, cultural, and professional development of men and women enrolled in its programs." Evidence of this is seen in the clearly stated educational objectives of each option. (See Appendix, p. 290). Each option is also "concerned with the development of the person", particularly through the methods of instruction which encourage problem solving and critical thinking (see questions 89, 90a and 90b of this self study). Self-Evaluation Form 5 shows the breakdown of the required courses in each of the home economics options. From this it can be seen that the curricula "provides the student with a broad foundation in arts, humanities, sciences, and other disciplines essential for mature citizenship and judgment in our complex world."

In keeping with the University purpose to prepare "the student in his technical or professional field so that he can pursue his career with competence", each option of the home economics unit has clearly stated student competencies consistent with the needs of the profession for which the program prepares (see Appendix, p. 290).

The second University purpose, the "discovery of new and useful knowledge", is not a primary function of each of the options in the home economics unit. Only the foods and nutrition option has a broad
research base with both basic and applied research. A limited amount of educational research is done within the home economics education option.

The service objective of Mississippi State University is met within the home economics options in a variety of ways. The child development and education options prepare teachers for local centers and school districts throughout the state. The consumer economics and dietetics options provide educational counseling to low-income citizens in the Starkville area. The dietetics option has required field experience in hospitals as a portion of their preparation for service as dietitians. The clothing and textiles options and the home furnishings option prepares students to work in businesses throughout the state. The extension option is planned for the education of individuals who seek to become Extension personnel. Faculty members serve the people of Mississippi through professional organizations and through individual counseling with those needing information and assistance in their areas of specialization.

b. Of the home economics unit?

The options within the Department of Home Economics are related to the instructional objectives (see question #6) of the home economics unit through the specific courses taught within each option. Each option has clearly stated student competencies consistent with the needs of the profession for which the program prepares (see Appendix, p. 290). These are taken into consideration when providing curricula which will develop entry level professional skills in the student's chosen option. Courses within each option help the student to relate the subject matter areas of home economics to values, management, human development, and interpersonal relationships. They also establish basic skills for
consuming; promote the development and well-being of both individuals and families in their immediate social and physical environment; encourage graduates to keep current in their field; and teach discerning reading and interpretation of research findings. The various options provide professional field experiences through practicums and special problems. Special problems are also used to provide graduate study when the specifically needed course is unavailable. The use and development of effective communication skills can be seen in the methods of instruction used in the various options (see question 90a). In the recent updating of course syllabi, research findings and new publications have been included in the course content and/or references. There is friendly, informal exchange between students and faculty during counseling sessions, as well as at numerous social and professional meetings throughout the year.

As to research objectives, courses within the unit seek to create an awareness in the students that research is adding to knowledge and changing old theories. Research opportunity at the undergraduate level is provided in a very minimal way through specific laboratory assignments, such as requiring child development students to collect data and report on children's use of play equipment. Some courses require research papers based on library findings or small surveys. Others, such as Experimental Foods, require a more extensive research project. Creative work results from both the home furnishings and clothing courses. The advisor in the education option is currently involved in a follow-up study, and is collecting data from teacher education graduates concerning their teaching competency. The thrust of the home economics research program is in the area of foods and nutrition which offers Master's and Ph.D. programs. The four scientists in this area use some portions of their time for seeking funds and for conducting and reporting research.
In the area of service the consumer economics, dietetics, education, and extension students provide home economics lessons for the Food Fellowship center, day care centers, Head Start centers, etc. in this area. Dietetics counseling is provided for the patients at the County Health Center, and those of local doctors. The dietetics and education options also provide in-service and pre-service educational programs. Within the child development option there is a nursery school which serves as a community model for child-care facilities and methods, and provides parent education through consultation concerning child-rearing practices. When requested, faculty members give counsel to community residents along the lines of their specialty. They also participate in community services as evidenced by the Self-Evaluation Form 4, page 4. The home economics facilities are used for community, district, and state home economics related activities, such as the Make-It-Yourself-With-Wool Contest, and the State Chicken Cooking Contest.

95. a. Have all the courses listed under home economics been taught during the past two years?

According to a print-out of course activity made during the summer of 1976, all home economics courses have been taught during the past two years except two which were deleted during the spring of 1976, and HE 8211/8231 Nutrition Seminar. The seminar course is cross-listed with NTR, and thus far all of the students who have enrolled have used it for the NTR degree and enrolled with that prefix.

b. If not, why not?

All courses remaining on the list have been taught in the past two years and several new courses have been approved and are being added to the schedule, as teaching time permits.

96. Refer to Form 3 and Form 6 and questions 7 and 34 under Organization and Administration; and questions 80 and 81 under Physical Facilities regarding criterion 5.4 and guideline 5.41.
We feel very fortunate that it has been possible to keep faculty teaching assignments largely within each person's area of expertise and graduate study. Full-time faculty loads are distributed as evenly as possible on the basis of 12 credit hours per semester. We are aware of the fact that for some teachers this means multiple sections with reduced preparation time when compared with the persons teaching four different courses in a semester. Obviously, the type and level of courses, and whether lecture or lecture and laboratory, create differences in the demands on teacher time. In some cases there is extra work involved due to the large classes, or to the fact that time must be devoted to coordinating the classes and staff for the smooth operation of the nursery school or quantity foods laboratory. Still other discrepancies in teaching loads exist. As the number of graduate students has increased, heavy demands have been made on those professors who supervise theses and dissertations without any reduction in other duties.

The different options attract varying numbers of students, making the advisor's load proportionately heavier for some faculty members. Advisors are chosen from the persons most heavily involved in the teaching for each option. In some cases, especially home furnishings, one faculty member has more advisees than desirable, but is the only one with expertise in the area.

The smallest option, consumer economics and home management, would have to be discontinued if courses were used only by those in that specialty. However, the course Consumer Economics is required for most of the other options, and Management of the Household is acceptable as an alternate requirement for several options. The general home economics
courses in the option are required for other students. Much of the strength is from the supporting courses which are in the College of Business.

The "special" courses prescribed for our Extension option are offered for students in the Agricultural and Extension Education Department. Thus, the relatively small number of students in this option is not draining our limited resources. A similar situation exists for child development in that the "methods" course is also required for students in special education. The basic child development course and those courses in elementary education are required in other disciplines also. The number of child development students involved in teacher education has been small but is growing.

In 1968 when the department began, the number of options was very limited. Growth into the current areas has been in accord with the requests of students and their perceived needs while taking into account the capabilities of the faculty and the budgetary restrictions. Expansion has been rapid due to the student population; and although it has strained faculty energy and the fiscal budget, we believe the programs have not suffered unduly. With more staff, more course offerings, better facilities, and a more liberal budget, more nearly optimum conditions could be achieved. We feel that we have made maximum use of our resources.

Since the inception of the teaching aspect of the department, we have not relied on tradition, but have moved into those areas that seemed most feasible in our perceived view of the total field and the philosophy of home economics. The area of general home economics was quickly abandoned when it was ascertained that most of our students wanted more than a degree. They wanted an education that could, if they chose, be used as a stepping stone (or key) to a professional career.
97. a. If the home economics unit has a curriculum committee, who are the members? Give specific titles and individual qualifications of the committee members.

The staff of the home economics unit operates as a unit to approve proposed courses or modifications to existing courses. The approval of the group permits proposals to be sent to the College of Agriculture and Home Economics Curriculum Committee where our representative for several years has been Dr. Mary Futrell. Dr. Snyder is on the University Curriculum Committee, appointed by the President in 1972.

b. If the home economics unit has a curriculum committee, what are the functions of the committee?

The College of Agriculture and Home Economics Curriculum Committee screens all proposals from the College and makes recommendations to the Dean for approval, modification, or rejection. Course and program proposals may then be returned to the appropriate department for revision or sent to the University Curriculum Committee, the next required step for approval.

c. Respond to the following, stating how these responsibilities are assigned, that is, either to a curriculum committee or to some other individuals or groups.

1) To what extent does the home economics unit review syllabi or course outlines to check for unnecessary duplication? To what extent are unnecessary duplications removed?

Many faculty members discuss course content with students currently enrolled in their courses. Specific questions are asked concerning duplication of content so that it can be removed, if necessary. The syllabus for any new course is circulated to all faculty members for close review, comments, and suggestions. These syllabi are thoroughly discussed in faculty meetings. If there is a possibility that duplication exists in another department, inquiry is made at any point prior to approval. Letters from other departments giving evidence to the degree of overlap must accompany the
course proposals.

2) To what extent does the home economics unit concern itself with innovations in program planning?

   Individual faculty members attend professional meetings, seminars, teaching retreats, and take additional course work. Journals and new books are read as well as relevant materials, hoping to keep abreast of new ideas and developments in their fields. Occasionally, ideas are shared at faculty meetings through open discussion of new teaching methods and new developments in specific areas.

3) To what extent does the home economics unit concern itself with the relevance and value of courses required from supporting disciplines?

   Faculty members look at the relevance and value of selected courses required from supporting disciplines by obtaining course outlines, student feedback, and communication with instructors from the supporting disciplines.

98. a. Assess the strengths and weaknesses of the instructional program of the home economics unit.

   We continually try to be alert to both student and faculty suggestions for changing or expanding programs. The most recent change has been to increase the offerings in the clothing and textile option.

   One of the special strengths we have is the research in nutrition which forms a strong foundation for the graduate program and involves upper level undergraduates as well.

   The dietetics program has been planned with the approval of the American Dietetic Association which now requests that certain courses such as child development, consumer economics, and clothing be deleted in order to provide more electives. This may weaken the program insofar as the students' general home economics background is concerned.

   Very little research is taking place in consumer economics although research time is provided. The option in consumer economics and
home management gains its strength from related courses in the College of Business and Industry. We recognize a need for more home economics courses in this area, and the faculty advisor for this option has for years been urged to make such courses available.

Since the Sociology Department had several courses concerned with the family when the home economics program was established, we have used those courses rather than implement various new courses in family relations. We recognize that the emphasis is somewhat different, but we felt we could not divert our limited resources to this area. We currently feel a need to expand our offerings along the ideas of parenting.

In general, we have a strong program because we have a dedicated, enthusiastic, interested, young faculty who have the welfare of the students at heart. Staff members have had to work against handicaps of space, equipment, and money at times but have been able to carry on a viable program.

b. Where there are weaknesses, what plans are there to strengthen the program in these respects?

We have relatively few persons who choose the consumer economics/home management option because placement in this area has been difficult. If we see increased need, we will certainly endeavor to add courses.

When we are able to add a staff member, we would like to add one or more "family" courses for the individual and family approach and for parent education rather than as a social group approach. We feel that this would be desirable.

One of the areas needing expansion most urgently is home furnishings. Mrs. Clifford is the only staff member with a background in this field.

99. a. What new programs and changes in the present program are being considered?

No major changes are under consideration at this time. Recent
changes were made in foods and nutrition to conform with the American
Dietetic Association's Plan IV. An additional course is being planned
in home economics education.

b. Who initiated these considerations for change or new programs? Be
specific i.e. the home economics administrator, the head of clothing
and textiles, the instructor of the courses, interested students, etc.

When changes have been made they have generally been initiated at
the suggestion of the faculty member(s) in the area of specialization.
These, at times, have been supported by desires the students have
communicated to the instructors.

c. What is their current status?

No new programs are currently under consideration.

100. a. Are syllabi and/or course outlines prepared for each home economics
course?

Syllabi and course outlines are prepared for each home economics
course.

b. To what extent and by whom are course outlines reviewed to ensure that
the content and the learning experiences support the course objectives
and develop the competencies essential to practice in the professional
areas for which the course prepares?

Individual faculty members review their own course content each
semester in relation to student performance to determine if they are
achieving their objectives and producing competent students. Frequently
several faculty members work together to revise course outlines.
Students in each class respond to a university-wide evaluation form
which has questions dealing with objectives and course content. The
results of these questionnaires are made available to each faculty
member in the hope that they will use them to upgrade the courses.

c. How are these materials distributed? Indicate where these are filed,
for example: faculty member's files, department files, central home
economics office files, etc.

Course syllabi which contain course outlines are kept in the files
of the faculty member teaching that course, and in the offices of the Department of Home Economics and the Dean of the College of Agriculture and Home Economics. Abbreviated course outlines and objectives are distributed to the students in most courses at the beginning of each semester.

d. How frequently are these materials reviewed, up-dated and/or revised?

Course syllabi and outlines are revised each semester by certain faculty members; less frequently by others. When major changes are made, the course must be submitted to the Curriculum Committee.

101. What evidence is there for each program that there is opportunity for a variety of learning experiences among the required courses including extended classroom experiences such as field trips, observations, lectures, work experiences, and community activities?

Practicums and work experiences are available in each option and are requirements in some. Special problems are also made available to meet individuals' needs. All options use field trips, observations of actual work experiences, and guest lecturers. An effort is made to involve students in the local community as much as possible. An example of this is assignment of student teachers to different types of schools. Community involvement also includes demonstrations for low-income families and 4-H clubs. Dietetic students prepare and execute plans for teaching persons on special diets and for children, mothers, and older citizens who have unique needs.

Clothing and textile students have taken advantage of an opportunity to develop displays for campus and for clothing stores in the community. Home furnishings students have responded to requests to develop plans for the use of space and decorations for a few campus projects, and are available for advice to community members.

The advisor for consumer economics is deeply involved in several community activities and is in demand to assist individuals with consumer problems. She involves class members in many of these situations.
Students interested in careers with the Cooperative Extension Service frequently spend the entire summer in the county Extension offices where they participate in numerous activities with a variety of age groups and persons of differing socio-economic levels. They also participate in preparing bulletin boards for local county health departments.

102. a. To what extent are practicums and/or work experiences required or readily available for each professional program?

Practicums and work experiences are available in each professional program and are a requirement in many courses. Each student in the child development option takes at least two courses involving observation, participation, or guidance of children in the home economics nursery school. Students in both child development and vocational home economics must participate in a student teaching situation for one-half semester. Vocational home economics students prior to their student teaching may select Orientation to Teaching Home Economics in which they are required to conduct a demonstration and assist in teaching in a junior high, senior high, or vocational-technical school.

Work experience is available and required in both the area of clothing and textiles and home furnishings. The location and time of employment are determined by the student with faculty guidance and approval.

In dietetics, six hours of field experience are required. Work experiences are also available in other courses, such as, the teaching of nutrition units in the Food Fellowship center or day care centers.

A practicum is required in a county Extension office in order to complete the requirements for the home economics extension option. Prior to the field experience, a student must have taken at least one course in the Agricultural and Extension Education Department.
Consumer economics students are given an opportunity for practical experience as volunteers in community centers and/or working with groups of low-income women and youth.

b. How are practicums and work experiences guided, supervised and evaluated?

In the child development and teacher education options, all work experiences are guided by the appropriate supervisor. In each center there are qualified teachers to work closely with the students so that the student's actions are in line with the planned programs. Evaluation is done by the University faculty member, supervising teacher, and student. Much of this is on a one-to-one basis through written observation, notes, and discussion. Rating scales and evaluation sheets (Appendix, p. 301) are completed by the supervising teacher to be used as a guide by the university faculty member for the final evaluation.

Work experiences in the clothing and textiles and the home furnishings options are supervised and evaluated by a faculty member and a store supervisor. From a list of cooperating firms, students may choose a work experience in a desirable location. The student and selected firm are given an outline of expected observations. At the end of the work experience, the student turns in to the faculty member a notebook or diary of observations, and the firm is asked to submit a written evaluation of the student's performance. Before final evaluation is given by the faculty member, students who have been participating in a work experience meet for a seminar to share experiences and to discuss any problems or suggestions. Forms may be found in the Appendix, pp. 317-320.

Foods and nutrition faculty members have developed a guide for use of the students and hospital personnel involved with the field experience. This guide may be modified after consultation with the supervisor to
conform with the experiences available. Evaluation is completed by the faculty member, the supervisor, and the student. A copy is available in the Appendix, p. 321.

The practicums in Extension are guided, supervised, and evaluated by the Head of the Department of Agricultural and Extension Education, the State Leader of Home Economics Programs, Mississippi Cooperative Extension Service, the District Agent, and the county Extension staff.

c. Give a clear description of the nature of the learning experiences provided in the practicums and work experiences.

In the child development student teaching experience, the faculty member tries to match personalities and needs when assigning students to centers. During the first half of the semester the faculty member meets informally with the students each week to prepare them for the particular environment which each will be entering. The student also visits the center during this time. The student works in the center the second half of the semester, beginning as an aide to the teacher, then gradually taking on more responsibility until the student assumes the position of lead teacher. This experience is carefully guided by the teacher and faculty member to try to match the student's ability and readiness to teach to the responsibility assigned.

In HE 3463, Orientation to Teaching Home Economics, the actual work experience is assisting teachers with laboratories, filing, clean up, etc. and then conducting one demonstration. The demonstration is practiced before the class and carefully critiqued before presenting it at the school. Many students also present their demonstration to a local 4-H club. The student teaching experience in the education option is the second half of the semester. The student works with the teacher and gradually takes her place in the classroom. There are at least two
visits from the college coordinator.

During the field experience in clothing and textiles or home furnishings students receive practical experience in various aspects of merchandising, such as sales, display, special promotions, and customer service and consultation. Students become familiar with the philosophy, policies, routines, and procedures of establishments where they are employed. Increased product knowledge, technical vocabulary, and understanding of the fashion or home furnishings industry in general are the results of the experience.

The field experience in dietetics is adequately described in the checklist and reports to be completed by students (see Appendix, p. 323). Other work experiences available to students in this option are observation of the Expanded Food and Nutrition Education Program conducted by the Cooperative Extension Service; observation of a food plant; teaching nutrition units to Head Start and day-care children and parents, and to the elderly at the Food Fellowship Center and nursing homes; preparing bulletin boards at the County Health Office; observing lunchroom programs; attending Weight Watchers; visiting hospitals; and helping with dietary counseling under the supervision of a Registered Dietitian.

In the extension practicum the student is located in a county office of the Cooperative Extension Service five days a week for the required number of weeks, which varies according to the credits being earned. The student is expected to participate in planning, organizing, carrying out, and evaluating the program going on in that county at the time of the practicum.

d. State the procedures and policies of the home economics unit relative to students, faculty and agency personnel or employers.

Contacts with employers are made by the coordinating faculty members
in each option by telephone, personal visit, correspondence, or a combination of these methods. Centers working with student teachers from child development and education options receive $50.00 per student, and the faculty members who supervise these students receive mileage payments for travel to centers.

In agricultural and extension education, mileage is provided and course credit is given for the supervised field experience. Students do not receive a stipend and must cover their own expenses, in addition to course fees.

Students specializing in foods and nutrition, clothing and textiles, or home furnishings are generally paid a wage by the agency or business. Up to the present time, the department has not been able to provide funds for the advisor to visit students in these work situations.

103. a. To what extent are home economics programs modified to meet the special interests and capabilities of students? Give examples of the program modifications that are made.

The options in the Department of Home Economics are modified through the selection of electives to meet the special interests and needs of students. Presently by-pass examinations are offered in HE 1533 Basic Clothing and HE 2203 Foods. Although credit is not given for these exams, the student is allowed to move on to more advanced courses.

Through the selection of electives, the student has the freedom to emphasize another area of home economics or to build on any other cluster of subject matter required. Many laboratory projects allow modification within a given framework. An example of program modification is that many of the students in the child development option are presently using electives to obtain teaching certificates for elementary school.

For those programs that have been developed by the department which have no specific requirements for certification or ADA approval,
modification may be made if a student has justifiable reason and can obtain permission from the advisor or department head.

b. How are special interests and capabilities of students assessed? (Refer also to Students questions 115, 116, and 117.

There is no special assessment of students other than ACT scores, performance in classes, discussion with advisors, and participation in extracurricular activities. The two by-pass tests offered also contribute to an assessment of the students' capabilities. Students who show superior ability from high school records, or high ACT scores, may be admitted to the Stephen D. Lee Honors Program. Students who have already completed some college credits when they wish to enter the Honors Program must have a 3.0 average and must obtain two letters of recommendation from their professors.
STUDENTS

104. Complete Form 6, Student Enrollment and Degree Data.

See Appendix, p. 326.

105. a. Explain the policy and procedure for admission of students to the institution and provide information on testing programs for students (be specific, naming the tests, etc.).

Specific requirements depend upon the curriculum the student intends to pursue. The following table shows the units one must have in order to enroll in the College of Agriculture and Home Economics:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>Biology, Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Algebra, Geometry, Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**The elective units may come from any of those accepted toward graduation by the applicant’s high school.**

Beginning freshman and other undergraduate applicants, who have earned less than twelve semester hours and entering Mississippi State University for the first time, must submit scores on the American College Test. Transfer students are admitted on the basis of their collegiate record. Mississippi State University neither awards credit nor accepts transfer-college credit based solely on ACT, SAT, or other comparable tests commonly administered to high school students primarily for college admissions purposes. Documents and other proof that students have met the University entrance requirements are kept on file in the Admissions and Records Office, Room 112 Allen Hall.

**Regular Admission.** For regular admission to any college or school in Mississippi State University graduation from an approved secondary school with a minimum of fifteen units is necessary.

**Provisional Admission.** Students who have been graduated from approved high schools, but who do not meet specific requirements for admission may be admitted provisionally.

Such students may not continue for more than two semesters on a provisional basis. College credit applicable toward a degree may not be used to satisfy entrance requirements.

**Special Admission for High School Students of Demonstrated Ability.** Students who have completed a minimum of 15 high school units but who have not been graduated from high school may be admitted if they rank in the upper quarter of their high school class and in the upper quarter of the national norms of the American College Testing Program composite scores, provided they are recommended by their high school superintendents. Such permission does not relieve the student of the responsibility of fulfilling the specific unit requirements for admission to the several colleges or schools at Mississippi State University.
Summer Program for Academically Talented Students. Academically talented students (a) who have finished at least their junior year in high school, as judged by their high school officials, (b) whose parents and high school administrators feel are mature enough to profit from a summer’s work in college, (c) who fit into the top ten per cent of their class academically, and (d) who have a standard composite minimum score of 23 on the American College Test may apply for admission to the special summer program in which they may earn regular college credit.

A maximum of 6 credit hours (two courses) may be taken each summer term, selected from a list available for credit under this program. Courses taken must not be the equivalent of those which the student will get in his senior year of high school. Students are expected to return to high school and finish a normal senior year. The courses may not be substituted for high school credits to meet college admission requirements. Credit is reserved until the student has graduated from high school.

Admission by Examination. An applicant who has not graduated from high school and who is at least twenty years of age may be admitted on the basis of successful completion of the General Educational Development Test (high school level) if all other admission requirements are met, provided his/her high school class has been graduated, and he/she has not been enrolled in high school for a year (two semesters) immediately prior to his/her admission.

Admission of Transfer Students. Transfer students who have attended a college or university of approved standing are eligible for admission to Mississippi State University when they comply with the directions listed under ADMISSIONS. A transfer from a junior college who has been awarded an associate degree is eligible for admission. However, if he/she fails to meet the admission requirements to a particular curriculum, he/she will be admitted in an unassigned status. If he/she fulfills all the requirements for remaining in school, he/she may have as long as an academic year to complete the process of qualifying for the program of his/her choice.

At the discretion of the Registrar or the Admissions Committee, any transfer applicant may be denied admission or he/she may be admitted on probation.

Admission of Graduate Students. Admission to the Graduate School requires a bachelor’s degree from an accredited institution, satisfactory scores on the Graduate Record Examination, and the specific undergraduate courses which may be prescribed by the Dean of the Graduate School at Mississippi State University as prerequisites to graduate study.

1 Bulletin of the Mississippi State University, Volume LIII, Number 2, April 1977.
Prospective students must supply a variety of information:

- application for admission
- high school transcript
- official copy ACT scores
- health form
- transcripts of college credits (transfer students only)

After completion of the above steps, the student will receive a letter indicating his/her admission status. Detailed instructions are attached to the notice of admission for the student's guidance.

The Counseling Center serves as the University's testing center for national testing programs:

- American College Test (ACT)
- College-Level Examination Program (CLEP)
- Graduate Management Admissions Test (GMAT)
- Graduate Record Examination (GRE)
- Graduate Student Foreign Language Test (GSFLT)
- Law School Admission Test (LSAT)
- Medical College Admissions Test (MCAT)
- Miller Analogy Test (MAT)
- National Teacher Examinations (NTE)
- Scholastic Aptitude Test (SAT)

Application for the above must be made at the Counseling Center and fees paid well in advance of the desired testing date. Many other types of tests and instruments are available to measure interests, abilities, and achievement, in addition to personality assessment.

b. Describe any special attention given to the admission of disadvantaged students.

Special Student Services exists to aid students who are economically deprived and who make a minimum composite score of 12 on the ACT.
Special counseling and tutoring are available for these students who ordinarily would not be admitted to the University. The number of students in this group is limited to 100.

106. Describe any admission policies for the home economics unit that are different from those of the institution as a whole.

There are no admission policies for the home economics unit that are different from those of the institution.

107. a. How is the number of beginning students that can be accepted each year by the home economics unit determined?

Up to the present time, all beginning students who desired to major in home economics have been accepted if they met entry requirements of the University.

b. How many applications for admission to the home economics unit were received for the current year? How many were accepted?

The exact number of applications for admission to a particular department is not recorded by the Office of Admissions. All who applied for admission and met the requirements set forth by the University and the College of Agriculture and Home Economics were accepted.

108. a. What is the policy for admission of students to each professional program in the home economics unit?

Students must fulfill entrance requirements of Mississippi State University as stated previously. When students have fulfilled entrance requirements of the University, admission is granted to any of the professional programs in the home economics unit.

b. How many students are enrolled currently in each professional program?

The number of students currently enrolled in professional programs for Spring, 1977 are:
c. How many students were denied admission to each professional program during the last two years?

No student has been denied admission to the professional programs during the past two years. Due to overcrowded classes, a student may have been denied admission to a particular course for a given semester, and would have to plan to take the course at a later time.

109. Are all home economics students advised by home economics faculty members? If not, describe the plan for academic advising of these students. Describe the rationale and plan for academic advising and program planning as done within the home economics unit including:

a. orientation of advisees

All home economics students are advised by home economics faculty members. A small number of students are given provisional admission and receive additional guidance and counseling through Special Student Services. All new students are expected to attend the orientation held prior to their first enrollment. Orientation within the home economics unit is done on an informal basis by individual faculty advisors. New students are expected to enroll in a course, Survey of Home Economics, which includes some orientation to the department.

b. number of advisees assigned to each home economics advisor

Students are advised by the faculty member(s) in the area of the option they have selected. The department head usually advises those
who have not made a decision regarding an option. Faculty members and number of advisees for spring, 1977, are as follows:

- Catherine R. Boyd.................. 72
- June Carpenter .................... 25
- Pat Clifford ....................... 96
- Mary Futrell ....................... 16
- Phoebe Harris ...................... 6
- Caroline Hill ...................... 36
- Lois Kilgore ....................... 17
- Carole Mandly ...................... 16
- Sandra Morris ...................... 20
- Jean K. Snyder ..................... 17
- Elizabeth Stiffler .................. 59
- Esther Wilgenbusch ................ 16

c. any reduction in teaching load for faculty advisors

There is no reduction in teaching load for faculty advisors.

110. What counseling services are readily available to every home economics student?

a. in the institution?

The Counseling Center, composed of competent professionals with extensive training in clinical psychology, counseling psychology, and guidance, offers a variety of services free to all students. Counselors assist students in making a self-appraisal and viewing alternative choices of a career. Students who are uncertain regarding their major course of study are aided through counseling in making more meaningful academic choices. The Counseling Center provides an atmosphere in which students may discuss personal problems with assurance that all counseling information is confidential and would be released only with the student's written consent. The Counseling Center provides a variety of small group
experiences ranging from personal growth to study skills to major selection seminars. The Office of Placement and Career Information provides additional services which are available to all students.

b. in the home economics unit?

All faculty members maintain office hours and are usually available at other times by appointment. Counseling often pertains to class work and career planning, but many students confer with faculty members regarding a wide range of topics.

III. Describe activities and methods for recruiting and orienting home economics students as done by:

a. institution personnel (admissions officers, counselors, dormitory directors, etc.)

A Director of College and School Relations and four full-time assistants are involved in promotional activities. Visits are made to high schools throughout the state so prospective students may receive information regarding admission procedures, financial aid, student scholarships, and educational opportunities at Mississippi State University. Each of the full-time workers is responsible for visitation of approximately 80 high schools. The Director assumes responsibility for visitation of junior colleges. This group participates in high school career days along with other colleges in the state. These representatives refer the student information sheets to each department for personal attention.

The Office of Admissions works in close harmony with the Office of Records and Registration and the Department of College and School Relations. The admissions personnel answer approximately 9,000 letters a year replying to questions on anything from financial aid to student housing.

b. home economics faculty and/or students.

The department head or another faculty member visits most junior colleges in the state at least once a year for recruitment of students.
The department cooperates on campus during High School/Junior College Day once or twice a year. The Home Economics' Exhibit for the High School/Junior College Day allows faculty and student participation in contacting prospective students who visit the campus. Other personal contacts are made by faculty and students during the year on an informal basis. Students are encouraged to bring interested people to campus to visit the department. The department hosts high school groups who desire to visit and tour the department facilities. All phone calls, general letters of inquiry, and referrals by the Admissions Office are answered by the department head. An attractive poster promoting the Home Economics Department has been prepared and is distributed as seems appropriate.

112. What assessment is made at the beginning of the program as to the level and quality of each student's achievement, interests, and potential for purposes of individualizing his program?

Pre-testing is done in the beginning of some courses, but no assessment is made when a student enters a particular option other than examination of ACT scores and performance in other courses. Two advanced placement tests are available for students who feel they have sufficient knowledge and skill to by-pass the basic foods or clothing courses. No credit is given, but the student is eligible to enter a more advanced course.

113. To what extent in individual program planning do the requirements of the institution and the specific programs in the home economics unit allow an advisor and student to take into consideration a student's personal background, goals and interests?

Options are available within the home economics unit and within several of these options many choices are available to allow for the needs and interests of individual students. A student in the Clothing and Textiles in Business option completes core requirements, then may select courses in business/marketing, communications, or art to individualize her/his curriculum. This is one example of the flexibility of the options in the unit.
114. What provisions are there to further the interests of the exceptional learner (include policies allowing students to accelerate their progress by meeting requirements by examination, advanced placement or other approved methods)

a. in the institution?

Mississippi State University participates in the College-Level Examination Program and serves as an open testing center for both the general and subject examinations. Credit is considered the same as extension credit and applicability toward degree requirements is determined by the dean and/or department head. Presently, the courses for which credit may be obtained through the CLEP Program are: American Government, American Civilization, Making of Modern World Civilization, College Algebra, Trigonometry, Calculus I and II, Human Growth and Development, Principles of Educational Psychology, Fundamentals of Chemistry, General Psychology, Geology I and II, The Legal Environment of Business, Principles of Management, Principles of Marketing, Accounting Principles I, Principles of Economics, Money and Banking, and Introduction to Sociology. Many of these courses are required or suggested as electives for various home economics options.

The Stephen Dill Lee Honors Program was organized and is funded by the College of Arts and Sciences although students from any college may be invited to participate. Several home economics students have been involved. Committed to the educational enrichment of the academically talented students, the honors program provides the honor student the opportunity to interact with the faculty and recognized speakers as well as with other exceptional students. Smaller classes and closer contact with the faculty stimulate the honor student's spirit of inquiry, and provide the opportunity for individual study. Students who have achieved high grade-point averages may, with the permission of the Dean, carry credits beyond the usual load.
b. in the home economics unit?

Many teachers encourage the exceptional learner to select advanced topics or projects beyond the minimum requirements, and may provide reading lists, books, and periodicals for their use. Conferences with individuals and their involvement in planning certain class functions provides the opportunity for them to have closer contact with faculty. New courses have been added to allow for more in-depth study in some areas. Special problems may be planned in cooperation with any faculty member whenever the student wishes to pursue an area of interest. The by-pass test for clothing and foods allows the exceptional student admittance to a more advanced course.

115. a. What procedures are used to acquaint students with the progress they are making during any given term? (mid-term reports, etc.)

Mid-term progress grades are reported to all students at the institution. Grades on quizzes and reports are issued to students in home economics courses throughout the semester.

b. To what extent is student self-appraisal encouraged e.g. through counseling, advisement, appropriate testing and exploratory experiences?

Individual conferences are often held at the request of the student or faculty member and may include a variety of topics or problems. Exploratory experiences are allowed through some laboratory projects in various classes.

116. a. What is the grade point average required for students to continue at the institution?

Minimum standards of scholarship are prescribed by the University for determining whether a student is to be continued or discontinued on the basis of his/her academic attainment. This classification is determined at the end of the fall and spring semesters and at the end of the summer session or any part in which he/she may have been enrolled.

1. A student will be placed on probation when he/she cumulates a quality point deficiency of fifteen (15) or more quality points. (A quality point deficiency means that a student has less quality points than required for a "C" average.)

2. A student will become an academic failure when he/she cumulates a quality point deficiency of thirty (30) or more with the exception that no student can become an academic failure without having had one period of probation. He/she will be eligible for immediate readmission the first time he/she is classified as a failure; however, the second time he/she is classified as a failure, he/she shall remain out of the University the semester immediately following this classification (a summer session of two 5-week terms will meet this requirement).
b. What grade point average is required for students to continue in a home economics program?

The same requirements prescribed by the University apply to the department.

c. Does this vary for different professional programs in home economics? If so, how?

Students must achieve a 2.5 average in the major in order to qualify for student teaching in education or child development. Students seeking dietetic internships need to maintain very high averages to qualify.

117. a. To what extent does the institution or the home economics unit maintain a comprehensive system of records for all students and graduates that is readily and easily available to faculty members and placement officers for professional purposes.

A folder for each home economics major and graduate is kept on file in the Moore Hall office. Grade reports, pre-registration forms, high school transcripts, transcripts from other colleges where credit was earned, record of correspondence courses, and an option check sheet are
included. These are readily available to faculty members on request. A duplicate record is maintained in the office of the Dean, College of Agriculture and Home Economics. Official records are kept on file in the Office of the Registrar.

b. How is the confidential nature of the records safeguarded?

The confidential nature of the records is not safeguarded in the home economics office other than being situated near the secretary's desk in the department. Only employed personnel have access to the files.

118. a. What provisions are made for continuous career guidance during a student's undergraduate program by the home economics unit?

To a great extent advisors are involved with career guidance each semester as they assist students with schedules for pre-registration. Most faculty members are also consulted about careers and jobs by students in class or on a less formal basis at other times. Various home economics organizations provide career programs.

b. What procedures are used to determine general and professional competencies of home economics students at the time of graduation?

Two competency measures are completed by students and their supervising teacher in the education option. The supervisor of students involved in Extension field experience, pre-school student teaching, home furnishings field experience and clothing and textiles field experience evaluate the student's performance as a means of helping faculty to determine professional competencies. Students in the dietetics option have their records evaluated by the American Dietetic Association. A senior professional practice seminar for students of the home furnishings option offers further opportunity for assessment of competencies.

c. Discuss the graduating senior and alumni placement policy and practices.

The Placement and Career Information Office on campus allows each
senior to make application for jobs through that office. Prospective employers from many areas visit the campus throughout the year and schedule interviews with those students. Some of these are interested in hiring home economists, so home economics faculty members encourage students to avail themselves of this opportunity. Within the College of Agriculture and Home Economics a group meeting of graduating seniors is held to discuss services of the Placement and Career Information Office and some of the procedures for making applications for jobs. The Dean invites individual conferences with graduating seniors; and these conferences include a discussion of future plans. The department head and faculty members assist with placement of graduates on an informal basis as much as possible. Records of graduates are maintained in the unit where they may be helpful at a later date. A file, including recommendations, is kept in the Placement and Career Information Office and may be requested by alumni at a later date when employment or a change in employment is desired.

119. What provisions encourage the student to communicate with faculty and other students? Refer here also to responses to question 10 under Organization and Administration and question 52 under Faculty.

An atmosphere has been created in the home economics department that is conducive to open communication between faculty and students. The Home Economics Club, Kappa Omicron Phi and Dietetics Club involve faculty members and students and results in a great deal of interaction. The teacher evaluation administered each semester allows students to make comments as desired. Students from Kappa Omicron Phi and volunteer representatives from the freshman and sophomore classes serve in the Home Economics Advisory Group. Other students may make suggestions to the Home Economics Advisory Group for their consideration.
120. How and to what extent are home economics students involved in student government programs and other extra-curricular activities?

Less than 20% of the home economics majors participate in student government. Some have been involved in campaigns, served on various student committees and councils, and held elective offices. The majority of those who participated in student government did so mainly by voting in elections. About 25% of the home economics students are members or pledges of social sororities. Some students participate in activities such as MSU Fashion Board, intramural sports, band, choir, and Union committees. Numerous home economics majors hold membership in Alpha Zeta, Gamma Sigma Delta and other honorary societies. Practically every other organization on campus that does not restrict membership to a certain major has one or more home economics majors as active participants. Several have been recognized for their leadership and scholastic endeavors by Who's Who in American Colleges and Universities, Association of Women Students (MSU), Hall of Fame, and campus religious organizations.

121. What are the major concerns of the home economics students over the past two years about the home economics programs now in effect? What was done about them?

One of the main concerns is the availability of jobs after graduation. Some are concerned about the relevancy of the program they have selected, and whether they are being prepared properly to secure a job after graduation. Another major concern seems to be the desire by students to have additional course offerings in the home economics unit. Courses at higher levels in family living, interior design, and foods have been requested. Students in the home furnishings option would like that option to be more oriented toward interior design. Some students are concerned with how to get internships or how to meet requirements in other ways for ADA membership. In the past two years several new courses have been added to strengthen the clothing and textiles option. Field experiences have been implemented for
students in clothing and textiles, homefurnishings, and dietetics. Requests have been made for additional courses and additional staff in the area of interior design.

122. a. What provision is made within the home economics unit and/or the institution for scholarship aid, loans and part-time jobs?

A small number of scholarships have recently been made available to home economics students; some of these will be awarded annually and others are offered on a year-to-year basis. A small loan fund has been established that is available to home economics students. A number of work-study students are employed by the home economics unit, and when home economics majors qualify they are given first consideration. Individual faculty members also assist students in locating part-time work. Notices of part-time jobs are posted on the bulletin board in the department. Within the College of Agriculture and Home Economics many scholarships are available; some University scholarships are awarded as well. Within the institution the Financial Aid Office helps worthy and needy students either by a combination of scholarships, loans, grants, and part-time work, or any one of these sources, depending on the student's need and qualifications.

b. To what extent does the home economics unit assist students in obtaining honors and awards in concert with all institutional standards?

Worthy home economics students who qualify for membership in honor organizations are nominated or recommended by home economics faculty. Home Economics majors have been nominated and selected, for both the Hall of Fame and Who's Who.

c. Approximately what percentage of the home economics students obtain loans and/or scholarships to help them through school?

Over eight percent of the home economics students have obtained scholarship aid, and more than 16% have obtained loans during the
1976-77 school year.

d. Approximately what percentage of the home economics students hold jobs during the year? Does the home economics unit assist students in obtaining jobs?

On an informal basis faculty members assist students who are seeking part-time employment during the school year. More than 17% have been employed during the 1976-77 school year.

123. Describe ways in which opportunities are provided for professional growth and development of home economics students. Include:

a. work with people of different ages and stages in life cycle, and of different socio-economic, ethnic and cultural backgrounds.

All students in child development courses have the experience of observation in the nursery school. Upper level students receive a great deal more experience in working with young children during the semester in which they do student teaching as a part of their professional training. A Community Development grant was awarded to the department during the past year for the teaching of home management and consumer economics lessons to elderly and low-income persons in the community. Many students were involved in the planning and presentation of these lessons to various groups in the community, and approximately 633 persons were reached. Students in the course, Management of the Household, visit and observe families from various socio-economic groups in the community and discuss values and accomplishments. Students in the consumer economics option teach home management and consumer buying to groups throughout the school year on a voluntary basis. The class in Diet Therapy spends time in local nursing homes and the local hospital observing the dietary procedures. Students in Applied Nutrition visit a number of places in the community such as nursing homes, hospitals, grammar schools, nursery schools, Head Start centers, Public Health Center, and weight watcher groups. They are actually involved in mini-teaching at each of these,
and a rotation system allows each student this experience some time during the semester. In home economics courses students study various aspects of the life cycle, socio-economic groups, and cultures.

b. contacts and experiences with professionals in the field.

During the school year professionals from a variety of fields serve as guest speakers in home economics courses. Students are often given the opportunity to have contact with these and other professionals at meetings of the various home economics organizations. Members of the Student Section, AHEA, are urged to attend district and state meetings in order to make further contacts with professional home economists. Students in the child development option are urged to attend the meetings of a local group, the Starkville Association on Young Children. The Mississippi Consumers Association encourages students to attend their meetings. Out-of-state field trips for students in certain upper level courses of clothing and interior design have provided meaningful contacts and experiences that are not available locally.

c. affiliation with professional organizations.

All home economics majors are encouraged to join and be active members of the local Student Section, AHEA. Foods and nutrition students are encouraged to join the Dietetics Club, and students who qualify are invited to membership in Kappa Omicron Phi. Some home economics majors are also invited to membership in Alpha Zeta, Gamma Sigma Delta, Alpha Lambda Delta, Angel Flight, Army Scotch Guard, Blue Key, Cardinal Key, Omicron Delta Kappa, Phi Kappa Phi, Phi Lambda Pi.

d. service functions

Each of the student groups usually has some type of service project(s) during the year. Foods and nutrition majors provide a service for some local physicians in the form of dietary counseling. Students
actually do the counseling under faculty supervision.

e. faculty-student seminars

A seminar-type course for interior design students precedes the professional work experience in that area. A new course to be implemented in the fall of 1977 is the Dietetics Professional Seminar. Child development and home economics education students attend a seminar weekly, in addition to taking methods courses, in preparation for the student teaching experience.

f. faculty-student informal meetings, etc.

Each faculty member spends time informally with advisees and other students. Students who are members of the home economics related clubs have a better opportunity for informal interaction with faculty. An atmosphere of trust in the department seems to encourage open communication between faculty and students on any topic.

124. What provisions by the home economics unit encourage its graduates to maintain contact with the unit and use its services.

Graduates are encouraged by individual faculty members and the department head to keep in touch and report any changes in jobs or addresses. At the time of graduation the department head writes a letter of congratulations to each student and invites them to maintain contact in order to keep the department informed concerning name change, employment, change of address and availability for new positions.

125. What proportion of the home economics graduates accept professional employment in the area for which they are prepared?

The percentage who accept employment in the area for which they prepared varies from option to option. About 97% in foods and nutrition, 60% in child development, 50% in education and 25% in home furnishings and clothing and textiles have accepted employment in their respective areas. Some graduates do not seek employment following graduation.
126. a. Is a graduate of the home economics unit with a bachelor’s degree eligible to enter the graduate school of the institution?

Yes, if a grade point average of 2.50 has been met in the junior and senior years, or if he can qualify under the Open Admissions policy. Details follow.

ADMISSION POLICY

Applicants for admission to graduate study should hold a bachelor’s degree from a fully recognized four-year educational institution that enjoys unconditional accreditation in appropriate regional accrediting agencies.

The minimum standards for admission to the Graduate School in an advanced degree program are a minimum grade point average of 2.50 out of 4.00 points for the junior and senior years in the baccalaureate program, or a minimum score of 800 on the Aptitude Test of the Graduate Record Examination.

An Open Admissions is maintained for applicants not meeting the above standards who show promise for successful graduate study. Admissions under this policy for any one year may not exceed ten percent of the total graduate admissions for the previous year, and no department may have more than fifteen percent of its total admissions in this category in any one year.

An applicant will not be considered for admission under the Open Admissions policy until a review of the transcripts and scores on the Graduate Record Examination Aptitude Test.

Unclassified Admission is available to students desiring graduate level study for purposes other than an advanced degree, such as for teacher certification. Only six semester hours of credit earned in an Unclassified Admission status may subsequently be applied to a degree program.

b. Estimate the number of graduates in the last five years who have applied for graduate study in any institution.

Approximately 84 home economics graduates representing the various options have applied for graduate study during the past five years.
c. Estimate the number of graduates in the last five years who have been accepted for graduate study.

About 72 home economics graduates have been accepted for graduate study in some institution during the past five years.

127. a. What means are used by the institution to evaluate the home economists it has prepared.

Since the department has been in operation only a few years and there were few graduates in the early years, no effort has yet been made to conduct a formal survey of all graduates.

b. What evaluative evidence do you have of the home economists prepared by the institution with implications for the program?

Talks with various employers, particularly school personnel, throughout the state, and limited contact with employers outside the state have elicited complimentary remarks about our former students.

128. What alumni organizations are there and what do they do for the home economics unit?

The Agriculture Alumni Association is composed of all graduates of the College. Breakfast meetings are held twice yearly when alumni are on the campus for other activities. These meetings bring together many former students. The main service of this organization has been the establishment of a scholarship fund. Several home economics students have received one of these scholarships.
SUPPORTING DISCIPLINES

129. List the non-home economics units (departments) within the institution which serve the home economics unit by providing

a. courses of instruction in the supporting or root disciplines for each area of specialization within the home economics unit.

Departments which provide supporting courses common to child development, consumer economics and home management, home economics in business, clothing and textiles, and home furnishings are: Art, English, History, Political Science, Mathematics, Psychology, Sociology, Communications, Economics, Agricultural Economics, Chemistry, Physics, Zoology, Botany, Horticulture, Physical Education.

In addition, the Elementary Education Department, Special Education and Guidance Education Departments are used for courses in the child development option.

The Departments of Accounting, Business Statistics, and Philosophy and Religion contribute to the consumer economics option.

The options of home furnishings and clothing and textiles use courses from marketing, management and accounting.

Departments providing support courses for the foods and nutrition option are: Computer Science, Management, microbiology, and biochemistry.

For the home economics education and Extension options, departments providing supporting courses are: Educational Psychology, Secondary Education, and Agricultural and Extension Education.

b. a distribution or series of courses, seminars and readings in the supporting discipline available for student election beyond the "first course" level.

Students may select advanced courses as electives in any of the areas for which they have the pre-requisites. For two of the home economics areas, advisors have prepared lists of related courses to
serve as electives.

c. faculty members for specific teaching assignments within the home economics unit.

There are no departments within the institution (non-home economics) that provide faculty for special teaching assignments within the home economics unit. Zoology provides a special course for dietetics.

130. To what extent do home economics courses build on courses required from supporting disciplines?

Clothing and textile majors rely heavily on the supporting disciplines of marketing, management, art, and communication for their curriculums. In preparing for a business career in the fashion industry, those majors interested primarily in retailing find their competencies developed in the marketing courses. Those interested in going into fashion publicity or newswriting increase their competencies through art or communication.

In the dietetics option a background in chemistry is necessary as a prerequisite for many courses. The upper level courses such as Diet Therapy and Human Nutrition demand a background of organic chemistry, biochemistry, and physiology; and these courses are a prerequisite. The course Food Organization and Management requires a good background in management and personnel management.

Consumer economics courses are built on a background of economics and business, and the home furnishings option relies heavily on a background in art. Students who are seeking certification must meet some of their requirements through courses in the College of Education.

131. a. If, in your opinion, there are areas in which an inadequate number of courses in the supporting disciplines are available, what are the areas and courses?

Until recently, there were not enough art electives for the home furnishings option. The department head with appropriate staff members
met with faculty members in landscape architecture, horticulture, art, and engineering graphics, and worked out courses which made the option have a much stronger base. This was also true for the dietetics option where faculty from home economics met with faculty from zoology and chemistry and worked out specific needs for the students. As a result, ZO 3424, General Physiology, designed for dietetic and paramedical students, is now being taught. The courses CH 1043-1053, General Chemistry, were designed by agreement between chemistry and home economics faculty members.

Home economics students take SO 1503, Marriage and the Family, the only family relationship course available at the undergraduate level. There is only one large section of General Psychology available each semester other than for students who are willing to take the self-paced course without regular class meetings. Each semester large numbers of students are unable to schedule specific courses when requested, but they are generally able to be admitted before graduation. We have been successful in scheduling all the required courses before graduation and many of the electives can be scheduled as students reach higher priority in computer class lists.

b. What is being done to overcome this lack?

In the departments where there is a repeated lack of spaces, additional sections are added as faculty and resources are made available. One example of correcting deficiencies is in ART 1123, a basic design course. The art department is still very small and until the past year numerous home economics students were unable to schedule this requirement until their senior year. Additional staff members have been hired and sections have been added to more nearly meet the demands.

132. a. Describe briefly the procedure by which the home economics unit obtains service from:
(1) **other units**

Department heads or individual teachers feel free to contact other departments directly to obtain their services with regard to facilities, courses, field trips or guest speakers.

(2) **individuals**

Individuals are perfectly free to contact others on campus, and there is a good, general, working relationship.

(3) **agencies**

Individual teacher contacts the head of the agency involved after approval from the appropriate University authority, if such is needed.

b. Describe evidence that faculty offering courses from supporting or root disciplines have had graduate study in the areas for which they are responsible.

Faculty who offer courses in supporting disciplines are required to have a Master's degree or above to be hired in the position. There are cases in which a graduate student may teach the laboratory (or a beginning level lecture course); however, the graduate student is under the supervision of a qualified faculty member, and he/she may already hold a Master's degree.

133. How do faculty members of departments in different units of the institution a. familiarize themselves with the content of courses offered by other departments?

For each course taught, outlines are on file in the offices of the Deans. These are available to interested personnel. In practice, faculty members may be more likely to contact those persons teaching specific courses. All new courses must go through the University Curriculum Committee where there are representatives from each School and College of the University.
b. arrange to discuss courses they teach which are designed to meet professional needs and to discuss how a supporting discipline performs an essential part of the content of specialized programs?

For examples, see question 131 (a). Basic courses in chemistry, biochemistry, and physiology are necessary as a background for advanced nutrition courses. Having a strong background in these disciplines makes it possible for the home economics teacher to go into greater depth and to save a lot of time. It also strengthens the whole option. This is also true for a strong background in art or business for the clothing and home furnishings options.