

# Undergraduate Student Handbook



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**Alabama A&M University**  
**College of Agricultural, Life and Natural Sciences**  
**Family and Consumer Sciences**

**Student Handbook of Policies and Procedures**

**I. Introduction**

This manual includes policies and procedures designed to establish the framework by which students conduct activities while pursuing a professional degree within the University. It has been devised to assist students with an understanding of administrative, committee, instructional, community, research and extracurricular activities. The details of the manual, plus those in the University Student Handbook, University Bulletin, and other documents, as appropriate, should be carefully studied and adhered to by students in their daily conduct, classroom and related activities.

**II. Organizational Framework**

**A. University Mission**

Alabama Agricultural and Mechanical University reflects the uniqueness of the traditional land-grant institution combining teaching, research, service, liberal arts, and vocational fields. The University offers baccalaureate, masters, and doctoral level degrees (that are compatible with the times) to all qualified and capable individuals who are interested in further developing their technical, scientific, professional, and scholastic skills and competencies. The University operates in the three-fold function of teaching, research, extension and other public service. Alabama A&M University, a center for excellence, provides an educational environment for the emergence of scholars, scientists, leaders, critical thinkers, and other contributors to a global society. In cooperation with business, industry, governmental agencies, and other private and community-based institutions, Alabama A&M University provides a laboratory where theory is put into practice globally. Further, the University is committed to:

1. excellence in education and the creation of a scholarly environment in which inquiring and discriminating minds may be nourished;
  - a. education of students for effective participation in local, state, regional, national, and international societies;
2. search for new knowledge through research and its applications;
  - a. provision of a comprehensive outreach program designed to meet the changing needs of the larger community;
3. programs necessary to address adequately the major needs and problems of capable students who have experienced limited access to education, and
4. integration of state-of-the-art technology into all aspects of University functions.

## **B. Role**

The role of Alabama A&M University in higher education is consistent with its mission, which is encompassed in the land-grant tradition, legislated by the Morrill Acts of 1862 and 1890. These acts created land-grant universities that differed from the traditional American universities that were based upon the European system oriented toward a liberal arts education. The departure from this system gave rise to a new concept in American higher education which is known as the land-grant tradition. This concept combined liberal arts with agricultural and vocational education to enhance the development of students to build a strong America. As a land-grant institution, the role of the University is embodied in the following functions:

**TEACHING:** To provide the options of liberal arts, vocational education, or a combination of the two.

**RESEARCH:** To seek new knowledge through basic and applied research and supports both the teaching and extension functions through :

- funded agricultural research.
- institutional research.
- research grants and contracts.

**EXTENSION:** To provide both the formal and informal aspects of outreach education and research through:

- the cooperative extension service.
- continuing education.
- public service.
- international development.

## **C. Organization**

The University is organized into four undergraduate Colleges, which are:

College of Agricultural, Life and Natural Sciences  
College of Business and Public Affairs  
College of Education, Humanities, and Behavioral Sciences  
College of Engineering, Technology & Physical Sciences

The Academic Colleges are composed of departments with majors which provide core concentrations within the major which provide specializations and program diversity. The University also has a School of Graduate Studies.

### **III. College of Agricultural, Life and Natural Sciences**

#### **A. Mission and Organization**

The College of Agricultural, Lie and Natural Sciences (CALNS) operates in the traditional land-grant concept with instructional, research, and outreach programs. The College aims to provide a dynamic education for capable individuals who have the determination to prepare for a career in agriculture, environmental science, forestry, family and consumer sciences, community and urban studies, and related scientific areas.

The College is organized into five departments, each headed by a department chairperson. The departments are Community and Regional Planning; Family and Consumer Sciences; Food Science; Biological and Environmental Sciences; and Military Science.

#### **B. Objectives**

The mission is accomplished by applying scientific knowledge and basic skills of specific instructional programs. Students prepare for rewarding careers through the following modes: 1.) pursuit of courses in the general education curriculum of the University that provide desirable broad educational experiences for all students; 2.) development of a fundamental understanding of the basic principles of the physical, biological and social sciences, as well as the humanities as applied to agriculture, environmental sciences, family and consumer sciences, forestry, community planning, and related areas; and 3.) mastery of technical knowledge and basic skills, and their application as required for proficiency in their chosen area of specialization.

### **IV. Family and Consumer Sciences**

#### **A. Mission**

The mission of the Family and Consumer Sciences Program is the preparation of professionals equipped to enhance the general well-being of individuals, families and communities, within the context of the environments of which they are a part, through teaching, research, service/outreach and economic development activities.

#### **B. Organization and Objectives**

The Department of Family and Consumer Sciences consists of three areas: Apparel, Merchandising and Design; Nutrition and Hospitality Management; and Human Development and Family Studies. The Bachelor of Science degree in Family and Consumer Sciences is offered, with areas of concentration in Apparel, Merchandising and Design (Fashion Design, Fashion Merchandising); Family and Consumer Sciences Education (in collaboration with Secondary Education; Human Development and Family Studies; and Nutrition and Hospitality Management (General Dietetics; Hospitality).

The Family and Consumer Sciences Program guides the student in:

1. Developing a sound and satisfying philosophy of life inherent in the study of individuals, families and communities.
2. Exploring societal issues which impact health and wellness.
3. Preparing for professional practice in specialized fields of Family and Consumer Sciences.
4. Using intellect and critical thinking skills as well as technology in solving personal and family, and community problems in today's diverse and global society.
5. Understanding their civic roles as Family and Consumer Sciences professionals in influencing public policy that supports the well-being of individuals, families, and communities.
6. Seeking experiences that build collaborations and partnerships in communities and the work place.
7. Continuing their education through graduate study, special problems, community service, and leadership activities necessary in the field of Family and Consumer Sciences and the greater society.
8. Understanding the role of Land-grant institutions in ensuring an enhanced quality of life for the nation's people.

## **V. Apparel, Merchandising and Design**

**A. Faculty:** Ms. Maria Wilkie, (Coordinator), Mrs. Patricia Henderson, Ms. Eunice Tibbs, Dr. Allison Young, Dr. Cynthia M. Smith

### **B. Purpose and Organization**

The undergraduate program in Apparel, Merchandising and Design is designed to promote and enhance the development of knowledge and skills requisite for continuing personal and professional development throughout the life cycle. The program enables students to develop competencies in the ecological, socio-psychological and economic aspects of textiles, apparel and interior design, production, distribution and consumption. The major is organized to provide a general understanding of textiles, clothing and fashion related areas, while offering diversification through concentrations in fashion merchandising and fashion design. As designed, the programs provide unique opportunities and experiences to assist students in becoming creative, efficient and contributing members of society and the Family and Consumer Sciences profession. The curriculum offers training necessary to meet the demands of the apparel and home furnishings industries, as well as retailing establishments associated with these industries. Students are prepared for jobs in apparel design, production, merchandising and associated public relations jobs.

### **C. Objectives**

The objectives of the undergraduate program in Apparel, Merchandising and Design are to:

1. Develop professional competencies in students, i.e. critical thinking and performance related skills, that enable them to enter graduate and professional schools, and careers related to the broad spectrum of apparel design, textiles and/or merchandising;
2. Provide students with an array of experiential activities designed to foster professionalism, ethical behavior and leadership;
3. Provide support instruction for minors in other disciplines who desire to pursue careers related to clothing, merchandising or design; and
4. Provide resource services to individuals in the urban and rural community, including parents, teachers, department store personnel and textile employees.

## **VI. Human Development and Family Studies**

**A. Faculty:** Dr. Sadguna Anasuri (Coordinator), Dr. Margaret Kelly (Adjunct Professor), Ms. Louise Belgrave, Ms. Marvetta Allen, Mrs. Debbie Preyer

### **B. Purpose and Organization**

The Human Development and Family Studies area focuses on the family and relationships throughout the life cycle in a setting of multi-cultural forces. Both theoretical and research findings are integrated into a multi-disciplinary approach to addressing the problems facing families in modern society. There are two concentrations offered through the area: Human Development and Family Studies, and Family and Consumer Sciences Education. Students in Human Development and Family Studies may choose to concentrate in Child Development, Adolescent Development, or any related area of choice. Family and Consumer Sciences Education is offered in cooperation with the School of Education. Graduates pursue careers in family life, child and adolescent development, government, social service agencies, teaching, or private businesses that specialize in goods and services for the family.

### **C. Objectives**

The program offerings in Human Development and Family Studies are designed to:

1. Prepare competent individuals for professional careers and graduate study;
2. Assist students in developing an understanding of the interrelationship of physical, psychological, and social development throughout the lifespan;
3. Provide opportunities for students to study and observe children and adolescents of varying stages of development; and

4. Provide opportunities for students to obtain strength in the management of individual and family resources

## **VII. Nutrition and Hospitality Management**

**A. Faculty:** Dr. Nahid Sistani, (Coordinator), Dr. Johnson Kamalu, Dr. Angel Dunlap, Dr. John Warber

### **B. Purpose and Organization**

The Nutrition and Hospitality Management Program is designed for students who possess a strong interest in the sociological, psychological, physiological and economical aspects of food as it relates to nutritional status and world hunger. It provides a broad education in the science of nutrition and preparation of food as related to lifestyles, cultures, and health.

The concentrations within the Nutrition and Hospitality Management major are General Dietetics and Hospitality Management. The General Dietetics concentration is accredited as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995; Phone Number (312) 899-4899, ext. 5500. The DPD program qualifies the student for admission to an accredited Dietetic Internship to become a registered dietitian. In addition, the curriculum offers excellent training to meet the demands of private industry, hospitals, government, educational institutions, hotels/motels, and restaurants.

### **C. Objectives**

The objectives of the program in Nutrition and Hospitality Management are to:

1. prepare nutrition professionals with the necessary credentials to meet the needs of industry, government, education, medical facilities and graduate study;
2. prepare students to successfully compete for accredited dietetic internships;
3. provide nutrition resource information to the consumers;
4. prepare managers to meet the needs of food and lodging industries; and
5. conduct basic and applied research to increase the knowledge base in nutrition and hospitality management.

## **VIII. General Program Requirements**

Students are referred to the University Bulletin for specific requirements for admission and graduation for all students. Additional departmental program requirements include:

1. Completion of required courses designed to insure that all students acquire competencies in family and consumer sciences.
2. Satisfactory completion of departmental entrance, midlevel and exit assessments.
3. Completion of all Family and Consumer Sciences courses with a minimum grade of C.
4. Maintaining a cumulative grade point average of 2.0 and 2.0 G.P.A. in Family and Consumer Sciences. Students in Family and Consumer Sciences Education must maintain a GPA of 2.5.
5. Membership in the Student Unit section of the parent professional organization, the American Association of Family and Consumer Sciences, as well as in specialized organizations associated with program areas.
6. \*Completion of clinical experiences and internships.
7. Completion of minor program as required by the major.
8. \*\*Application for entrance into teacher education (see university bulletin for procedures and requirements).
9. \*\*\*Completion of State Department Exit Assessment.
10. Completion of required semester hours as listed by program areas.

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*\*See specific details in the University Bulletin.*

*\*\*FCS Education students*

*\*\*\* FCS Education, NHM area students*

## IX. Milestone Schedule

<b>Time Frame</b>	<b>Item</b>
Year 1	1a. Complete Entrance Assessment Inventory 1b. Register with Career Development Services
Year 2	** 2a. Application for admissions to Teacher Education (Check with advisor for complete instructions). 2b. Complete mid-level assessment. 2c. Complete related courses
Year 3	** 3a. Application for directed teaching 3b. Application for field experience and/or internship experience 3c. Record Check Audit
Year 4	4a. Final Record Check 4b. Complete Application for graduation. *4c. Application for Dietetic Internship for Dietetic students 4d. Exit-Level Assessment

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*\*See specific details by concentrations in the University Bulletin*

*\*\*Family and Consumer Sciences Education*

## X. Academic Policies

### A. Advising and Counseling

#### 1. Assignment of Advisors

Each full-time faculty member within the Department is responsible for academic advising and counseling. Academic advising and counseling is considered an integral part of the teaching function of the faculty. Advisees are assigned to faculty members by the department chairperson in cooperation with the area coordinator. Advisors maintain the same advisees during their stay at the University, where possible.

#### 2. Roles and Responsibilities of Advisors

- Advisors shall have a thorough knowledge of academic policies and requirements.
- Advisors shall keep abreast of changes in policies and procedures.

- Advisors shall maintain a complete record of all advisees.
- Advisors are responsible for notifying each advisee that he/she is their advisor and include information on office hours, conference procedures, etc.
- Advisors are responsible for conferring with advisees at least twice a year.
- Advisors are responsible for monitoring the academic progress of their advisees.
- Advisors are responsible for notifying students (in writing) of academic policy and curriculum changes.

### **3. Responsibilities of Advisees**

- Become acquainted with his/her advisor
- Schedule at least two yearly conferences with advisor.
- Maintain a thorough knowledge and understanding of policies and procedures that relate to their curriculum.
- Follow prescribed procedures for implementation and application.
- Follow prescribed procedures for completion of degree requirements.

### **4. Advisee Data**

The following items shall be maintained in each student's folder: (Appendix A)

- Personal data
- Four year proposed curriculum
- Current transcript
- Testing information, including entrance, mid, and exit assessment which are administered by each area.
- Information from testing office, i.e., SAT and ACT scores.
- Record of all advising and counseling sessions on standard forms.
- Academic advising forms.

### **5. Process and Procedures for Advising and Counseling**

- Each student is assigned to an individual faculty member by the department chair.
- At the beginning of each year, the area coordinator should notify each advisee, by mail, of the faculty member appointed to serve as his/her advisor.
- Advisor is required to keep a record of all conferences, and major actions taken are to be initialed or signed (form to be completed).
- A copy of all conferences should be included in the student's folder.
- Advisor shall update each advisee's folder during each semester.

## **6. Registration Procedures**

- Advisor and students shall complete course selection form prior to pre-registration or registration.
- According to established registration dates, each student shall contact his/her advisor and fill out appropriate registration forms using the following procedures:
  - Select appropriate courses as guided by his/her curriculum.
  - Complete registration form with advisor.
  - Sign and date form; receive advisor's signature on form.
  - Receive new PIN from advisor or advisor's designee.
  - Register online as directed by advisor
  - Print copy of registration for courses of enrollment.

### **B. Student Assessment**

Faculty members are committed to assisting students in the attainment of excellence in their course work. To this end, a major role is guiding/counseling students during their course of study. Faculty members are responsible for helping students to pinpoint strengths and weaknesses at an early stage as a necessary step to providing effective assistance.

Evaluation is a shared responsibility of both faculty and students. In addition to the University guidelines, the following guidelines should assist both faculty and students in evaluating the progress of course work:

1. Faculty members are free to implement their own methods of evaluation. However, evaluation methods must be appropriate for the selected modes of instruction.
2. The system of assessment, including evaluation for the determination of grades, must be explained to each student at the beginning of the course. Additionally, the grading system must be stated on the course outline.
3. Students have the right and responsibility to be aware of their academic standing during any given course. Therefore, faculty must develop a system which indicates to students their academic standing in a course.
4. Advisors of students should be notified of students who are not making satisfactory progress. Advisors may be able to pinpoint circumstances which cannot be easily discerned by the instructor. This act should not be construed to mean infringement upon a given instructors rights as a teacher; rather, it should be seen as another means of assisting students to achieve academic success.
5. Students with a major in the Department are required to earn a letter grade of "C" or above on all courses taken within the Department.
6. Students are required to prepare original work for meeting course requirements.
7. Faculty are required to keep accurate documentation of grades. Such evidence of documentation shall be in the faculty members roll book. Copies of final grades should be filed office of each area and the main office of the department.

Additional policies regarding student assessment include the following:

1. Upon entering the Family and Consumer Sciences Department, all students are required to take an entrance examination based on exit high school competencies.
2. The entrance examinations include content appropriate to the professional area and English usage and comprehension.
3. Examination results are entered into the student's file for use in advisement concerning basics skill programs or professional and personal development.
4. The Mid-Level Examination may be taken at the end of the sophomore year. The exam consists of the same content areas as described in #2, as well as basic competencies taught at the freshman and sophomore levels.
5. Results are submitted to respective advisors for progress evaluations with advisees. The Mid-Level Examination must be successfully completed. Students who are unsuccessful are scheduled for remedial and independent work, as appropriate.
6. The third and final evaluation measure is an Exit Examination. The Exit Examination is taken during the first semester of the senior year. The exam consists of section "a" and "b" above and broad competencies expected of any Family and Consumer Sciences graduate as well as certain competencies specific to the chosen field of study.
7. All examinations become a part of the student's personal file and are used as data for recommendations.

## **XI. Student Grievances and Concerns**

Should it become necessary for a student to file a grievance against a faculty member or another student within the Department, the following channels shall be followed:

1. Contact advisor and/or coordinator for action (as appropriate).
2. File grievances with department chairperson in writing.
3. Contact the College dean if grievance is not resolved at the departmental level.
4. Contact the office of provost/vice-president for academic affairs if grievance is not resolved at the College level.

Students are encouraged to express their concerns regarding any aspect of all programs in Family and Consumer Sciences. This can be accomplished by using a variety of channels (i.e., advisors, suggestion box, course/faculty evaluation, area coordinators, and department chairperson).

## **XII. Professional Organizations**

- 1.** The Student Unit of the **American Association of Family and Consumer Sciences** is the umbrella professional organization for students enrolled in Family and Consumer Sciences. This is an educational and scientific organization founded in 1909 to improve individual and family life through education, research, cooperative programs and public information.
- 2. Kappa Omicron Nu**, a National Human Sciences Honor Society, was initiated at Alabama Agricultural and Mechanical University in April 1975. The Society has as its emphasis scholastic, professional and intellectual excellence. It is open to students enrolled in the Department of Family and Consumer Sciences who have completed 45 semester hours or equivalent, and show evidence of superior personal qualities and leadership potential. The student must have a GPA of 3.0 on a 4.0 scale, and rank in the top 25% of their class in the unit.
- 3.** The student member section of the **Nutrition and Hospitality Management Club** enhances the development of students and provides opportunities for pre-professional experience.
- 4.** The purpose of **The Trendsetters Fashion Club** is to promote the field of apparel, merchandising and design; to unify students within the area; to stimulate positive interest in career and career development; to promote a positive image of the area to the university, community, state and nation; and to aid in recruitment of students for the Apparel, Merchandising and Design Area.
- 5. Student Family Advocates** is a student organization in the Area of Human Development and Family Studies open to all students in the area of Family and Consumer Sciences, particularly those in Human Development and Family Studies area. The purpose of the organization is to create a bridge between students, families and children within the community through service projects that deal with outgoing concerns that impact families, such as premature births, birth defects, literacy and Alzheimer's disease, and other related issues.
- 6. FCS Student Ambassadors** The FCS Student Ambassadors Organization consists of students who serve as recruiters and hosts/hostesses to visitors of the Department. Through this organization, students are provided the opportunity to sharpen their skills in telling the story of FCS to potential students, alumni, and the general public. The student Ambassadors are very involved in public relations for the Unit at career fairs, visits to schools and meetings/conventions. Membership in the Ambassadors is restricted to FCS majors and minors from any of the FCS concentrations.

Students must be in good standing as defined by the University, be willing to attend all training meetings for the organization, and must be able to fulfill the purposes of the organization.

As reflected in the current Undergraduate Catalog, students with a major in any of the subject areas of Family and Consumers Sciences are required to belong to their professional organizations. This action was approved to promote the professional involvement of students within the department.

### **XIII. Department Governance**

The Department Chair's office is an administrative arm within the College of Agricultural, Life and Natural Sciences. The department chair and area coordinators share the scope of responsibilities for the unit. The Department Chair is in turn responsible to the Dean of the College and the Provost/Vice President for Academic Affairs. General administrative functions for the department chair and area coordinators are listed in the following statements.

#### **A. Chairperson**

Provide leadership for the continuing development of the department, faculty and staff in the areas of teaching, research, and community service.

1. Formulate and present policies for the governance of departmental activities.
2. Formulate and present departmental long/short range goals and objectives for faculty consideration and implementation.
3. Compile reports on the work of the department.
4. Oversee the progress of students in the department.
5. Coordinate the use and the maintenance of the building and equipment assigned to the department.
6. Serve as the medium of communication for all official business of the department with campus authorities, students and the public.
7. Represent the department on various university, state, national, and international committees, or designate representation on same.
8. Recommend appointment, non-appointment or promotion of faculty and staff.
9. Prepare and recommend the budget for the department.
10. Formulate and coordinate activities for curricular development, enhancement and evaluation.

## **B. Area Coordinator**

1. Administer area affairs within the guidelines of the department, school, and the university.
2. Serve as the primary liaison to the departmental chairperson for matters regarding input, concerns and/or needs of the respective area.
3. Manage the physical facilities and other resources of the area in collaboration with the departmental chairperson.

## **C. Advisory Council**

The membership of the Family and Consumer Sciences Advisory Council is composed of professionals from varied backgrounds, including business and industry, government, education, and private/public agencies. The Council is designed to establish a mutual and/or reciprocal relationship between the Department of Family and Consumer Sciences and the related agencies/industries represented by the membership.

*Council members will provide constructive advice and support for the continued development of FCS areas, and the Department will provide academic and technical services to the agencies/industries represented by the Advisory Council member when appropriate.*

The Advisory Council enhances the viability and credibility of programs within the Department. Specifically, the council assists the Department in:

- Developing strategies to support departmental and/or Area programs.
- Providing career guidance to departmental students regarding employment preparation and opportunities
- Devising viable cooperative and/or internship experiences for FCS Students.
- Forming transfer agreements with two-year institutions and designing student exchanges.
- Developing programs of recruitment and public relations.
- Making recommendations for, and assisting with, fund raising activities to support student scholarships, special field study experiences, equipment purchases, etc.
- Planning for future developments and directions for departmental programs.

## **XII. Departmental Committees**

### **A. Overview**

The department operates with the following standing committees:

- Goals and Objectives
- Undergraduate/Graduate and Student Affairs
- Marketing and Recruitment
- Awards and Recognitions
- Hospitality and Building Décor
- Research and Publications
- Technology

Committee selections are on the bases of administrative appointment or faculty/student volunteers, where possible. Committee appointments are for two years. The Family and Consumer Sciences chairperson serves as an ex-officio member of all committees and chairs the Goals and Objectives Committee. Where feasible, each area is represented on all committees. Committee membership rotates every two years to ensure diversity of experience for faculty/staff and students. Each committee has student representation appointed by the area coordinator and faculty of each respective area. The responsibilities of each committee are as follows:

### **B. Goals and Objectives**

The committee on Goals and Objectives formulates departmental goals for faculty/staff consideration and approval. Departmental goals are in keeping with University goals and reflective of professional and societal needs and trends. In keeping with the University's planning and management entity, goals and objectives are formulated into a five-year strategic plan for the department with an annual operating plan. The goals and objectives are inclusive of:

- Curriculum development and evaluation.
- Faculty development.
- Facilities development.
- Research development.
- Student enrollment, progress follow-up.
- Community service programs.
- Globalization.

In addition, the committee is responsible for monitoring and evaluating the yearly progress of the five year strategic plan.

### **C. Undergraduate/Graduate Students Affairs**

The Undergraduate/Graduate and Students Affairs Committees is responsible for activities related to the academic standards of the department for undergraduate study. The responsibilities of the committee include the following:

- Formulating recommendations regarding academic standards and policies for faculty approval.
- Conducting programmatic reviews, including courses, program structure, student progress and effectiveness in conjunction with area coordinators.
- Assessing library holdings and making recommendations for improving or expanding holdings, as appropriate.
- Developing departmental procedures, policies and standards regarding graduate and undergraduate education.
- Formulating recommendations for approval of programmatic and curricular changes (i.e., news program editions, course changes/ additions/ deletions) prior to the submission to the Graduate Council or Academic Standards Committee.
- Recommending departmental graduate faculty for approval by the School of Graduate Studies via the Graduate Council.
- Reviewing and approving thesis proposals.
- Developing policies, procedures, and standards for graduate comprehensive examinations.

### **D. Marketing and Recruitment**

The Committee on Marketing and Recruitment is responsible for the development and implementation of enrollment strategies designed to increase the quality and quantity of the student population within the Department. The committee is charged with:

- Developing brochures, pamphlets, leaflets, and the scheduling of television vision and radio announcements.
- Developing a schedule of recruitment activities designed to include the full involvement of faculty and students.
- Implementing and evaluating the marketing and recruitment program.
- Publicizing departmental events to include an annual newsletter.

### **E. Awards and Recognitions**

The Awards and Recognitions committee is responsible for overseeing the process and procedures for faculty promotions, and faculty and student awards. Specifically, the committee:

- develops standards and procedures for faculty awards, recognitions and promotions;
- establishes and implements mechanisms for initiating requests for faculty promotions and tenure;
- reviews and considers all promotional materials prepared within the department;
- establishes guidelines for student awards and reviews recommendations for same; and;
- organizes the faculty/student award activity.

## **F. Hospitality and Building Décor**

The Hospitality and Building Decorum Committee plans for and expedites matters for events and occasions such as:

- Births
- Deaths
- Illness
- Weddings
- Retirements
- Resignations
- Special Social Events
- Secretary's Week
- Boss's Day
- Other events as deemed appropriate

The hospitality fee is deemed and approved by the faculty/staff. The general policy is that courtesies shall be extended to all faculty/staff and their immediate family in the above categories. The appropriateness of said courtesies shall be determined by the committee. The committee is also responsible for general building decorum for the Department. This responsibility includes:

- The assigning and monitoring of display cases on a regular basis to assure timely educational and professional displays.
- The development of display themes for special occasions.
- Devising and distributing basic standards for the cleanliness and general appearance of the facilities.

## **G. Research and Publications**

The Research and Publications Committee is responsible for advancement of research and other scholarly involvement of faculty for the department. It accomplishes this goal by:

- Developing mechanisms for promoting the research interest of the department's faculty and staff.
- Developing and recommending overall research priority areas for the department.
- Reviewing and approving all research proposals for the department.
- Developing guidelines for research development and implementation.
- Developing guidelines for research dissemination.
- Reviewing, critiquing, and approving all items for publications.
- Informing faculty of all new library acquisitions for the areas within the department.
- Soliciting recommendations for needed library holdings from the faculty.

#### **H. Technology Committee**

The committee on Technology is responsible for all the technology related initiatives and developments for the department, inclusive or resources, training and the FCS Website. Specifically, the committee is responsible for:

- Developing and subsequently revisiting, policies and procedures for the application of technology in FCS.
- Upgrading technology for the department

**College of Agricultural, Life and Natural Sciences  
Department of Family and Consumer Sciences  
Faculty and Staff – Directory**

<b>NAME</b>	<b>POSITION/AREA</b>	<b>LOCATION</b>	<b>PHONE</b>	<b>E-MAIL</b>
Ms. Marvetta Allen	CDC Instructor	117 CCB-Hobson Wing	5437	<a href="mailto:marvetta.allen@aamu.edu">marvetta.allen@aamu.edu</a>
Dr. Sadguna Anasuri	Associate Professor Coordinator, HDF	112C CCS Bonner Wing	6201	<a href="mailto:sadguna.anasuri@aamu.edu">sadguna.anasuri@aamu.edu</a>
Ms. Joice Baker	Cook, CDC	117 CCB-Hobson Wing	8017	<a href="mailto:joice.baker@aamu.edu">joice.baker@aamu.edu</a>
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**College of Agricultural, Life and Natural Sciences**  
**Family and Consumer Sciences (FCS)**  
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